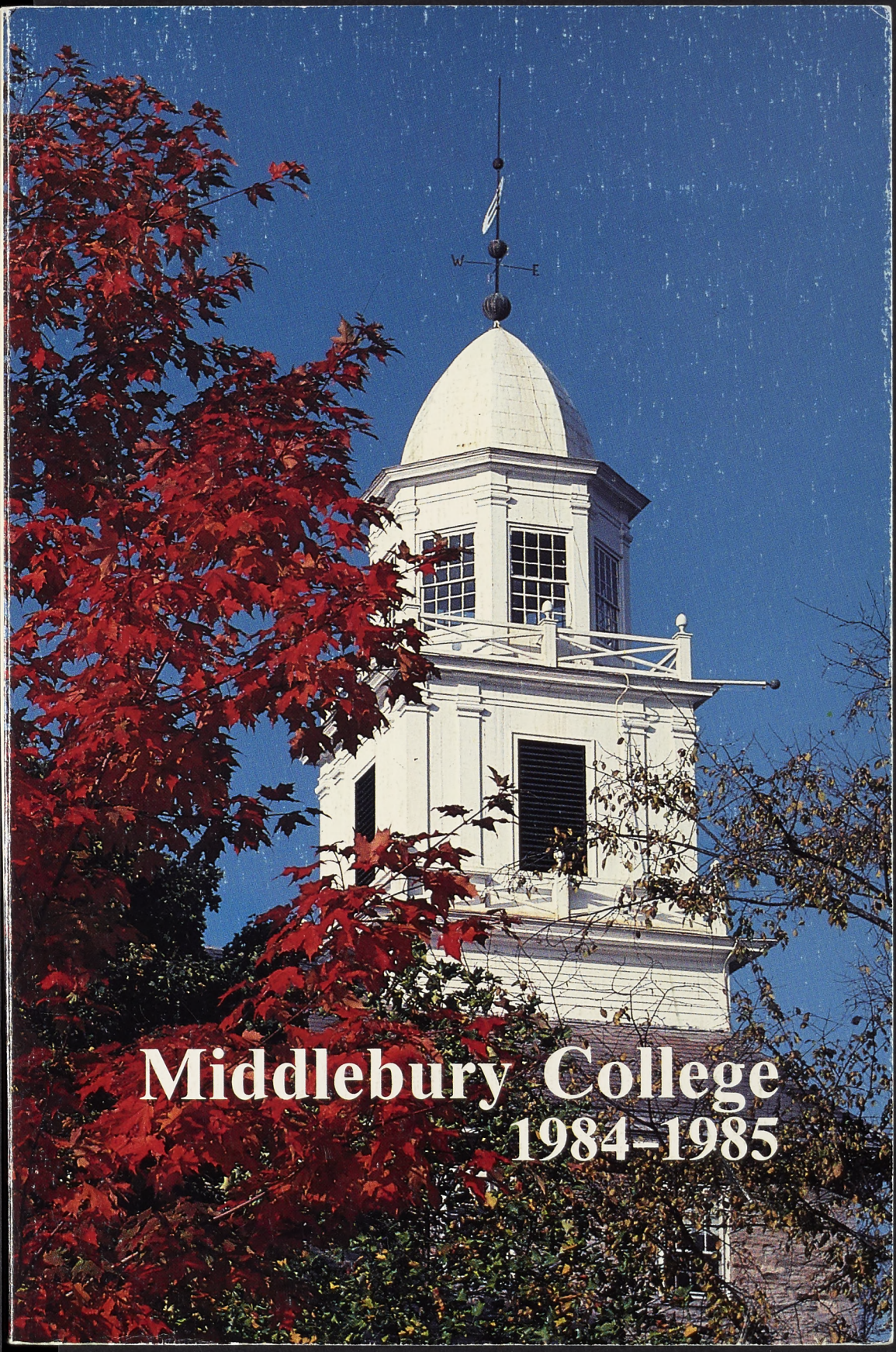

Middlebury College
1984–1985

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Note: *The last page of this catalog contains a listing of administrative offices and telephone numbers.*

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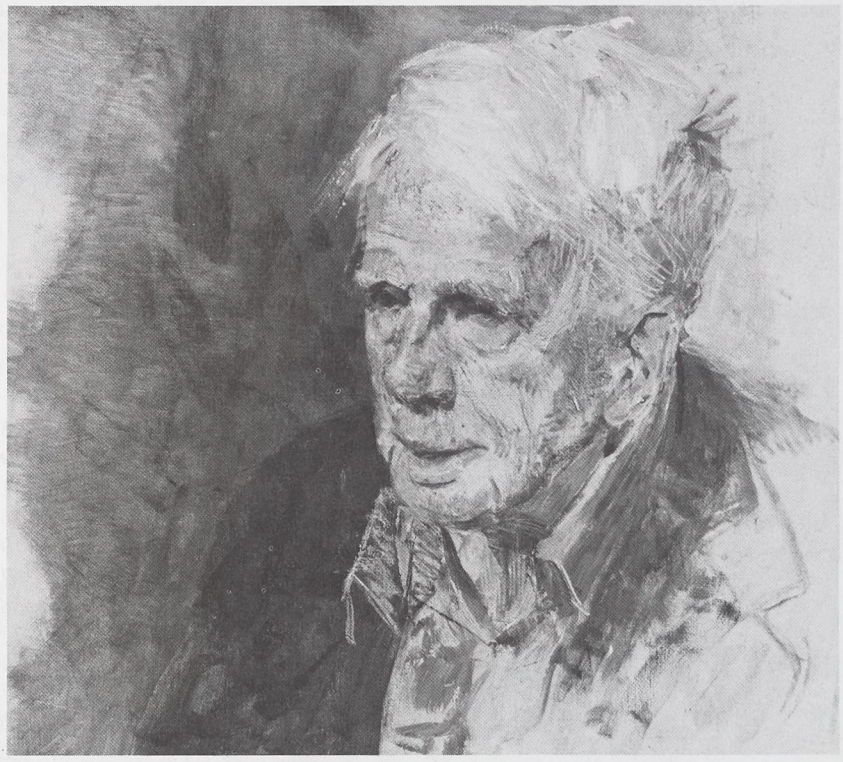

Something we were withholding made us weak
Until we found it was ourselves
We were withholding from our land of living,
And forthwith found salvation in surrender.
Such as we were we gave ourselves outright . . .

Robert Frost, *The Gift Outright*

Robert Frost lived for many years in the neighboring town of Ripton, Vermont. A close friend of Middlebury College, one of his earliest marks of public recognition was an honorary Doctor of Letters from Middlebury in 1924.

Gardner Cox's famous portrait of Frost is on display in the Robert Frost Room at the Egbert Starr Library of the College.

From "The Gift Outright" from *The Poetry of Robert Frost* edited by Edward Connery Lathem. Copyright 1942 by Robert Frost. Copyright ©1970 by Lesley Frost Ballantine. Reprinted by permission of Holt, Rinehart and Winston, Inc.

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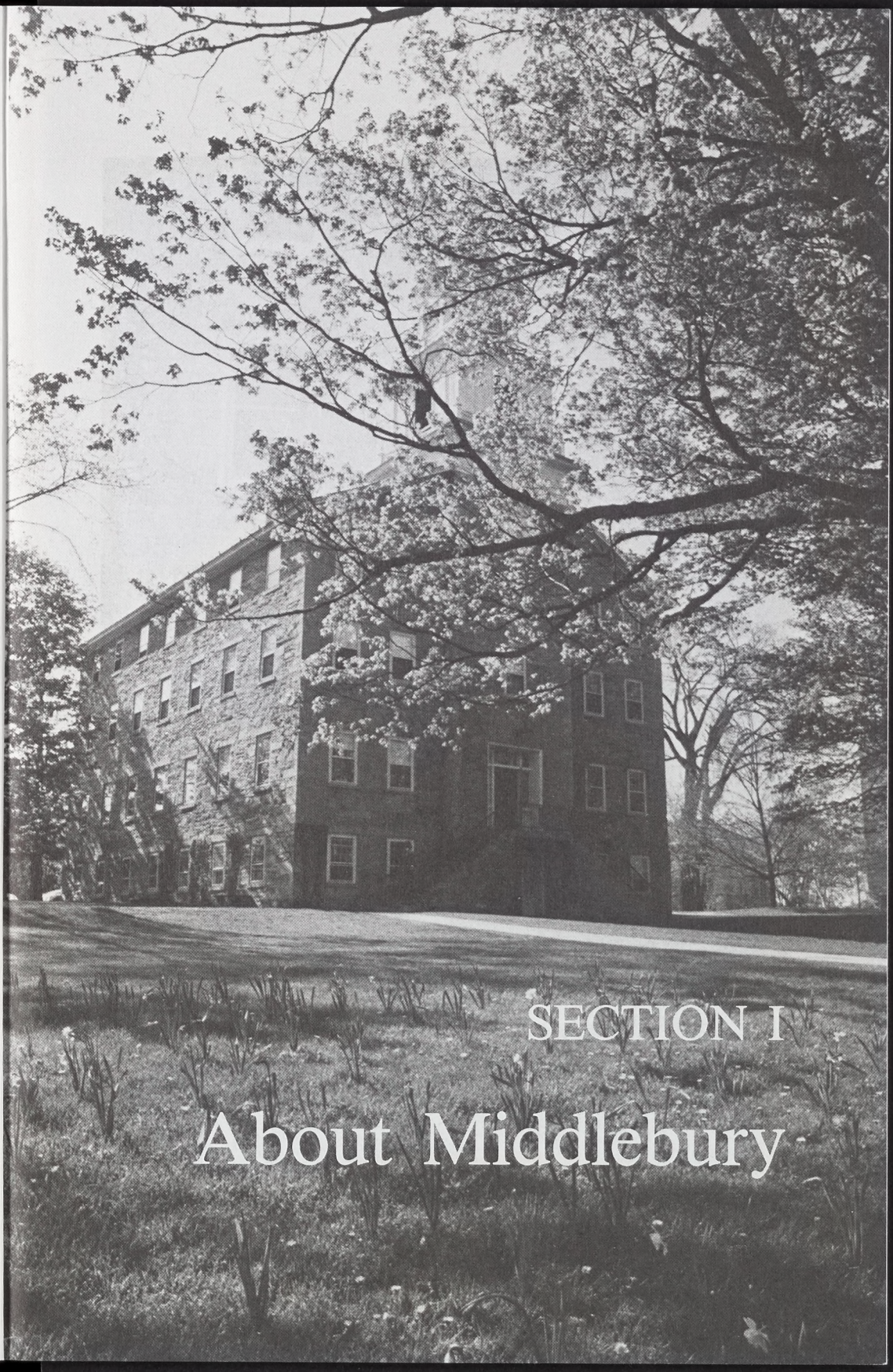
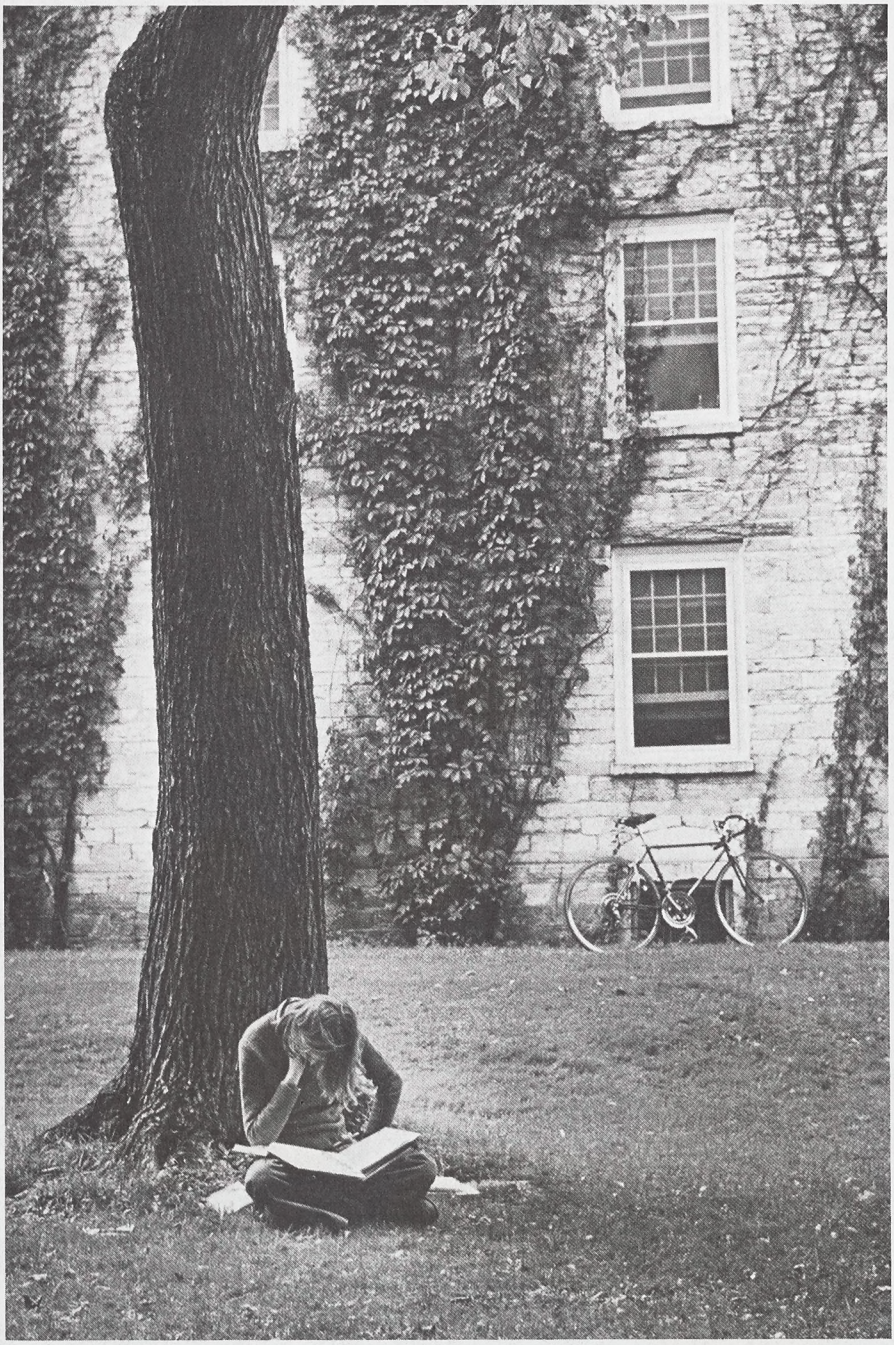


SECTION I

About Middlebury



To Choose and Be Chosen

Something we were withholding made us weak
Until we found it was ourselves . . .

It is the primary purpose of this book to give you an idea of the education Middlebury College offers young men and women. However, nothing Middlebury College makes available to its students — a distinguished faculty, facilities for research, challenging programs, residential living — will be of any lasting value unless those who are chosen and come to learn are willing to offer "the gift outright" of their energies and talents. Accordingly, the College seeks students willing to yield the full measure of their capacity. In academic study or athletics, in the arts, in the pursuit of leadership and social service, Middlebury wants those who will give freely of themselves. What the College can give you in return is described in the pages that follow.

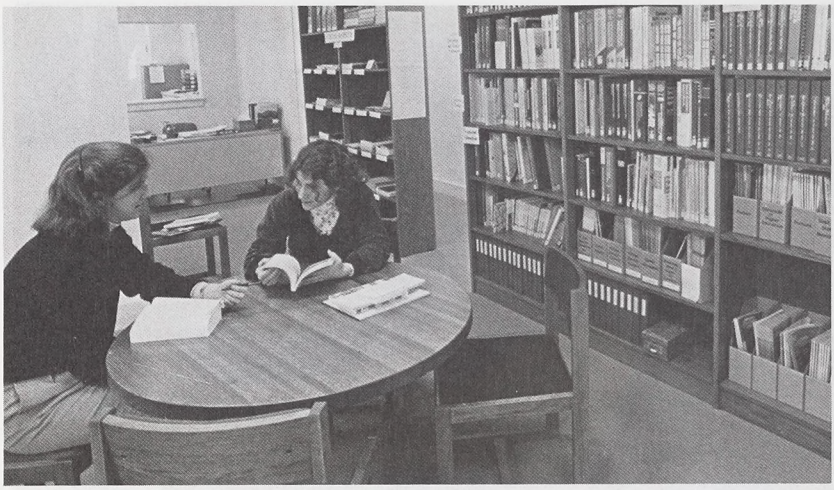
Middlebury is well-known as one of New England's outstanding small, residential, liberal arts colleges of long tradition. Founded in 1800, it is among the oldest of these colleges; and having admitted women in 1883, it is among the very first to have become co-educational. As a liberal arts college, it offers its students a very broad curriculum embracing the humanities, foreign languages, the social sciences and natural sciences. The breadth and humanistic bent of a liberal arts curriculum distinguish it from what one finds in a pre-professional school. It is certainly a privilege to be able to spend four years in a liberal arts college, but Middlebury also believes that it is essential to the vitality of American democracy and world community for young men and women to have this opportunity.

Since Middlebury is a residential college, the great majority of the 1900 students live and dine on campus. The idea of residence in college facilities originally grew out of an interest in inexpensive housing and a concern for moral discipline. As it has evolved in colleges like Middlebury, residential living offers a considerable

sociological education in the variegated ways of humankind; and the self-contained community of a residential college gives to the college social experience a certain intensity and depth that cannot be found in the commuter college.

A majority of our entering class has picked Middlebury as first choice, but almost all have seriously considered other possibilities. Although Middlebury is highly selective, it is in keen competition with other institutions for students of exceptional ability and promise. What brings such an undergraduate to Middlebury in particular? Students often cite as prime factors in their choice: co-education, size, academic program, and very frequently, the natural environment. The College is situated on a hill in the Champlain Valley at the base of the Green Mountains with the Adirondack Mountains in full view to the west. Those who rejoice in urban pleasures may not at first be enchanted with the farm lands, great natural forests, lakes and mountains that cover the landscape surrounding the campus, but they can, if adventurous, explore the resources of the nearest great city, Montreal, which is only two and one half hours away by car.

It may appear at first glance that Middlebury's academic program is hardly distinguishable from that of other excellent liberal arts colleges. However, this appearance is deceptive, for there is much that sets Middlebury apart. Every summer, for example, the main campus in Vermont is transformed into an institution single-mindedly devoted to the study of eight different foreign languages and cultures, and the use of English is virtually banned for the 1300 participants, among whom are a number of Middlebury undergraduates. Arabic, Chinese and Russian as well as French and Spanish are some of the languages pursued. High in the Green Mountains lies Middlebury's Bread Loaf campus where for six weeks each summer the Bread Loaf School of English is at work followed by the Bread Loaf Writers' Conference, which brings together two hundred authors and aspiring authors for two weeks of intensive give and take on the art of writing. There is also an overseas dimension to Middlebury College. In five major European cities — Florence, Madrid, Mainz, Moscow and Paris — the Middlebury Language Schools have the headquarters of their Schools Abroad. These schools enroll approximately two hundred graduate and undergraduate students who are seeking to develop an understanding of foreign languages and cultures through direct experience as well as academic study. In addition, the Bread Loaf School of English is also in session each summer at Lincoln Col-



lege, Oxford University, and it is attended by both undergraduate and graduate students.

Middlebury is thus in reality a small international university, and it is this international dimension that especially distinguishes her from her sister institutions. While the international emphasis is most in evidence in the work of the eight Language Schools, there is about all of Middlebury's education a sense of looking outward, a realization that the traditional insularity of America is indeed something of the past, a habit that we can no longer afford. We seek to bring to Middlebury those who wish not only to learn about themselves and their own traditions, but those who wish to expand their vision, to see beyond the bounds of class, culture, region or nation. Indeed it could be said that the central purpose of a Middlebury education is precisely this transcendence of oneself and one's own concerns, and while for some this transcendence may come through the study of other people and other tongues, for others it will come through the hard study that brings an understanding of physics or philosophy, mathematics or music.

The rest of this publication will describe the people, programs and facilities that compose Middlebury College. It was not the natural and easy course to found a college in a Vermont village in 1800; it had to be a matter of conscious choice. Education at Middlebury continues to be a matter of choice, not drift. This will to education creates a particular spirit of independence and pride which stamps Middlebury, for all it shares with others, as unique.

The Middlebury Student

Middlebury has been highly selective in its choice of applicants, and this is clearly reflected in the academic records of the entering classes. The combined SAT scores for a typical class average approximately 1200. A high percentage of the matriculating students rank in the top 10% of their secondary school class. As important as these factors are in determining a student body of the highest quality, the College seeks more than test scores or grade averages. Middlebury is looking for unique students who will be able to contribute something of their own to the diverse College community as well as respond to the contribution of others. Students with relatively poor scores or undistinguished high school standing gain admission on the basis of a demonstrated drive to excel. An exceptionally talented student leader, a dedicated painter or performer, a young person who has shown a will to learn despite inferior schooling, or a superior athlete may be chosen because the College believes that he or she can add a special direction to the community while broadening personal strengths.

While Middlebury draws heavily from the area where it is best known, the nearby New England and Middle Atlantic states, more than 27% of the students come from 500 or more miles away, and about 12% come from west of the Mississippi. Foreign students from thirty-two different countries enrolled during the 1983–84 academic year.

Middlebury's admissions policy is racially and religiously nondiscriminatory, and all major religious faiths and racial groups are represented. The College plans for a 50:50 ratio of men and women students. Like many other colleges, Middlebury has been making special efforts to recruit minority group students. No student is denied admission because of financial need and in recent years the Office of Financial Aid has succeeded in meeting the demon-

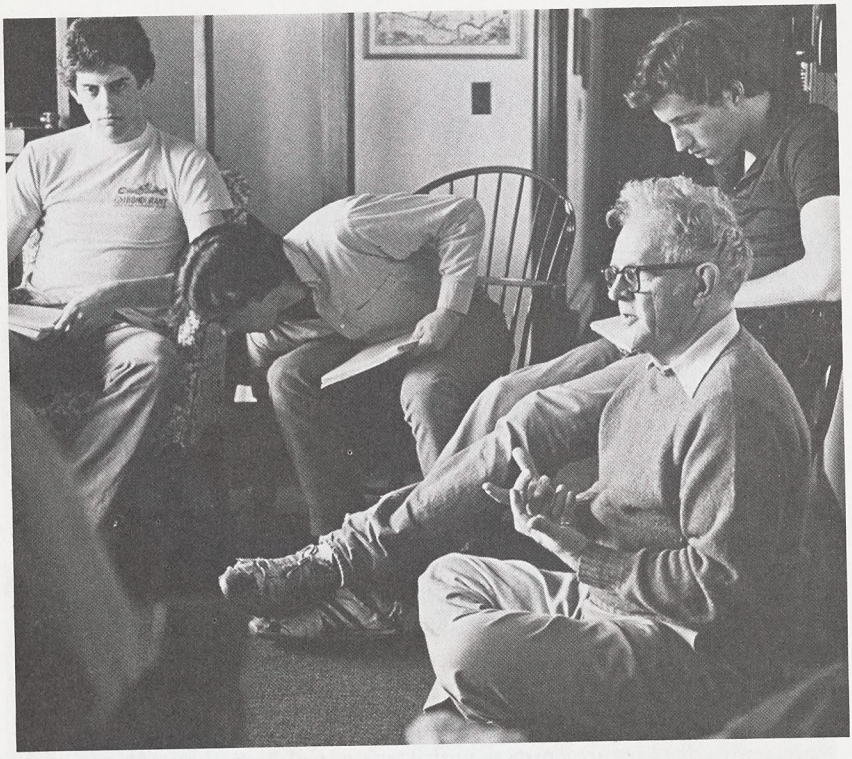
strated financial need of all entering freshmen.

Any personality sketch of Middlebury students must be overbroad and highly subjective. Students who matriculate at Middlebury have high academic aspirations. Obviously they are bright, usually highly verbal and almost everyone seems to be "into something" — from rappelling to madrigals. Fortunately with such a range of enthusiasms, students display extraordinary tolerance. There seems to be very little pressure at Middlebury to conform to any present image. Fraternity men, ballet dancers, rock faddists, violinists, electronics experts and gourmets not only coexist but interact in a series of social patterns which defy normal stereotypes.

The Faculty

Approximately 80% of the Middlebury faculty who teach in degree granting programs have received their Ph.D. degree or the equivalent terminal degree in their field. Harvard is most strongly represented on the faculty, followed by Yale, Princeton, Columbia and the University of Chicago. Faculty choose Middlebury because of the teaching opportunities it affords. Simply put, excellent faculty like to have excellent students. Here is how one faculty member characterizes teaching at Middlebury:

> Professors have a relationship with students that makes teaching at Middlebury an experience of joy and self-fulfillment. Many classes are seminars. Lecture courses with large enrollments have generally one hour of group discussion each week. Senior majors write a thesis under the direction of a professor. Because of the structure of learning, teachers and students communicate with each other in a personal and dynamic way. After lectures, students do not shuffle out of classrooms mutely and indifferently. There are always some deeply involved and responsive students who remain to ask questions and to dispute the instructor's interpretation or argument. Facing the challenge of such intellectually aggressive and critically alert young minds, professors cannot rest contentedly with the knowledge that they have acquired in graduate school.
>
> At Middlebury, teachers must be students, learning continually, posing new questions, looking at old questions from a fresh perspective and re-evaluating old views. Because of close and frequent contacts with students as individuals, teachers have the opportunity to watch them develop in mind and spirit from the beginning to the end of the semester, from freshman year to graduation. As a result, Middlebury professors have the wonderfully gratifying experience of knowing that they have made some contribution to the life of their students. What, above all, makes teaching at Middlebury a rewarding vocation are the special qualities that professors discover



in the students. In strange and unexpected ways, Middlebury students can be so responsive and appreciative, sensitive and kind.

Just as students value the manageable size of the College, faculty are attracted to Middlebury because they know that they are treated as full colleagues in their department and can have an immediate impact on program and patterns of teaching. It is a young faculty — the average age is 39. There are 145 regular or full-time-equivalent faculty appointments for a student-faculty ratio of approximately 13:1.

Middlebury College is preeminently a teaching institution. Faculty who come to Middlebury make a career decision which makes teaching the ultimate end of research and publication. The College believes firmly in the notion that research is vital to faculty in order that they may remain at the growing edge of their discipline — but research at Middlebury always leads back to the moment of confrontation in the classroom. One can gather some idea of the varied interests and accomplishments of the faculty from a random selection of recent publications.

SOME RECENT FACULTY PUBLICATIONS

Eve Adler, *Catullan Self-Revelation.* Arno

Alicia Andreu, *Galdos y la literatura popular.* S.G.E.L.

David Audretsch (with Charles Kindleberger, ed.), *The Multi-national Corporation in the 1980s,* MIT Press.

Lynne Baker, "Why Computers Can't Act," *American Philosophical Review.*

Brewster Baldwin, "Tectonic Implications of the Crown Point Section, New York (abs.)," *American Association of Petroleum Geologists Bulletin.*

John Berninghausen et al., *Revolutionary Literature in China: An Anthology,* M.E. Sharpe, Inc.

John Bertolini, "Shaw's Ironic View of Caesar," in *Twentieth Century Literature.*

David Bumbeck, Recent one-man shows of prints: Everson Museum, Syracuse; Hofstra University; Pensacola College. Invited to the Twenty-first National Exhibit of Prints at the Brooklyn Museum.

Kitty Calavita, *U.S. Immigration Policy, Industrialization and Labor Struggles, 1820–1924.* Academic Press.

Ray Carney, *American Dreaming,* University of California Press (forthcoming).

L. Tarin Chaplin, *The Intimate Act of Choreography,* University of Pittsburgh Press.

Gregory Chiang Kuei-ke et al., *Language Reform in China,* M.E. Sharpe, Inc.

Michael P. Claudon, *International Trade: Theory and Policy,* Academic Press.

David Colander, *Macroeconomic Theory and Policy.* Scott, Foresman.

Eric Davis, *The Changing Federal Budget,* Pergamon.

Stephen Donadio, *Nietzsche, Henry James and the Artistic Will,* Oxford University Press.

John Elder, *Imagining the Earth: Poetry and the Vision of Nature,* University of Illinois Press.

Elizabeth Endicott-West, *Soviet Scholarship on Yuan China,* in G. Rozman (ed.) *Soviet Studies of Premodern China,* University of Michigan Press.

Robert Ferm, *Jonathan Edwards the Younger, 1745-1801: A Colonial Pastor,* William P. Eerdmans.

David George, "The Reinterpretation of a Brazilian Play: O Rei da Vela," *Literature and Ideologies.*

Robert Hill, "A Counter-clockwise Turn in James's 'The Turn of the Screw,' " in *Twentieth Century Literature.*

John Hunisak, *The Sculptor Jules Dalou: Studies in His Style and Imagery,* Garland Press.

Travis Jacobs, *America and the Winter War,* Garland Press.

Edward Knox, *Patterns of Person,* French Forum.

Marjorie Lamberti, *Jewish Activism in Imperial Germany,* Yale University Press.

C. Randall Landgren, "Preparation of Protoplasts of Plant Cells," *Methods in Cell Biology.*

Sydney Lea, *The Floating Candles.* University of Illinois Press.

Russell Leng, "Reagan and the Russians: Crisis Bargaining Beliefs and the Historical Record," *American Political Science Review.*

Donald Lopez, *A Study of Svantantrika.* Gabriel.

Gary Margolis, *The Day We Still Stand Here*, University of Georgia Press.

Edward Martin, *H.L. Mencken and the Debunkers*, University of Georgia Press.

John McCardell, *The Idea of a Southern Nation,* W. W. Norton.

John McWilliams, "Innocent Criminal or Criminal Innocence; the Trial in American Fiction," in *Law and American Literature: A Collection of Essays,* Alfred A. Knopf.

Elizabeth Napier, *Sounds (a Translation of Wassily Kandinsky's Klänge),* Yale University Press.

Victor L. Nuovo, Tillich's *The Construction of the History of Religion in Schelling's Positive Philosophy & Mysticism and Guilt Consciousness in Schelling's Philosophical Development,* Bucknell University Press.

Michael Olinick, *An Introduction to Mathematical Models in the Social and Life Sciences,* Addison Wesley.

Robert Pack, *Faces in a Single Tree*, David Godine

Bruce Peterson, (with Robert Jones) "Almost Congruent Triangles," *Mathematics Magazine.*

Carol Rifelj, "Circumscription: the Other in Proust's La Prisonnière," *Twentieth Century Literature.*

Steven Rockefeller, "John Dewey: the Evolution of a Faith," in *History, Religion and Spiritual Democracy,* ed. M. Wohlgelernter, Columbia University Press.

Paul Sommers, "Deterrence and Gun Control: an Empirical Analysis," *Atlantic Economic Journal.*

John Spencer, *The Kenya African Union, 1944–1953*, Routledge, Kegan Paul.

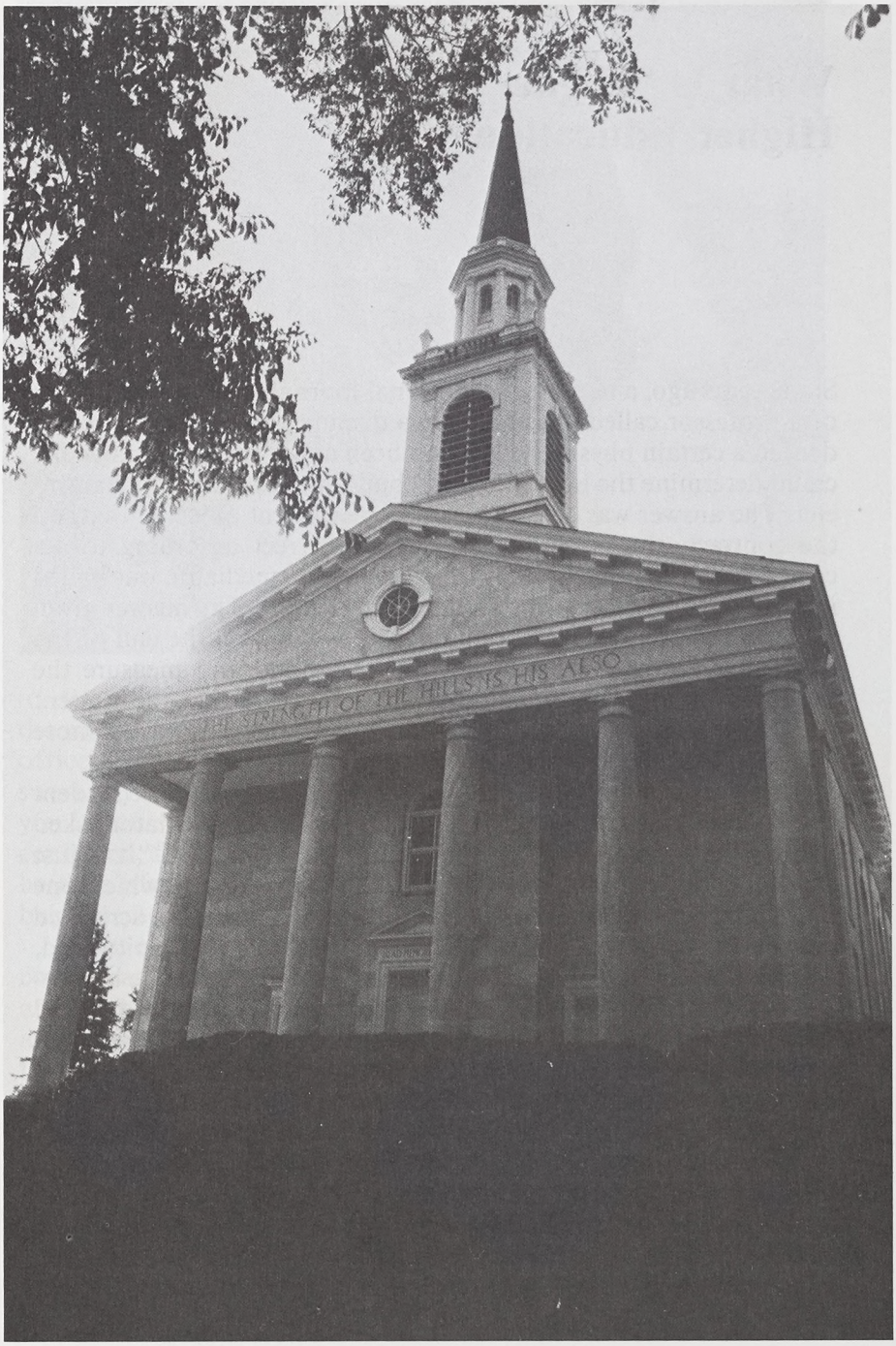
Douglas Sprigg, "Shakespeare's Visual Stagecraft: The Seduction of Cressida," in *Shakespeare: The Theatrical Dimension.*

George Todd, *Variations for Computer Synthesizer.*

Van Horn Vail, Thomas Huber, Kimberly Sparks, *Modern German,* Harcourt Brace Jovanovich.

P. Frank Winkler, "Models for the X-Ray Emission from Supernova Remnants," *Astrophysical Journal.*

R. L. T. Wolfson, "Equilibrium and Stability of Coronal Magnetic Arches," in *Astrophysical Journal.*


THE STRENGTH OF THE HILLS IS HIS ALSO

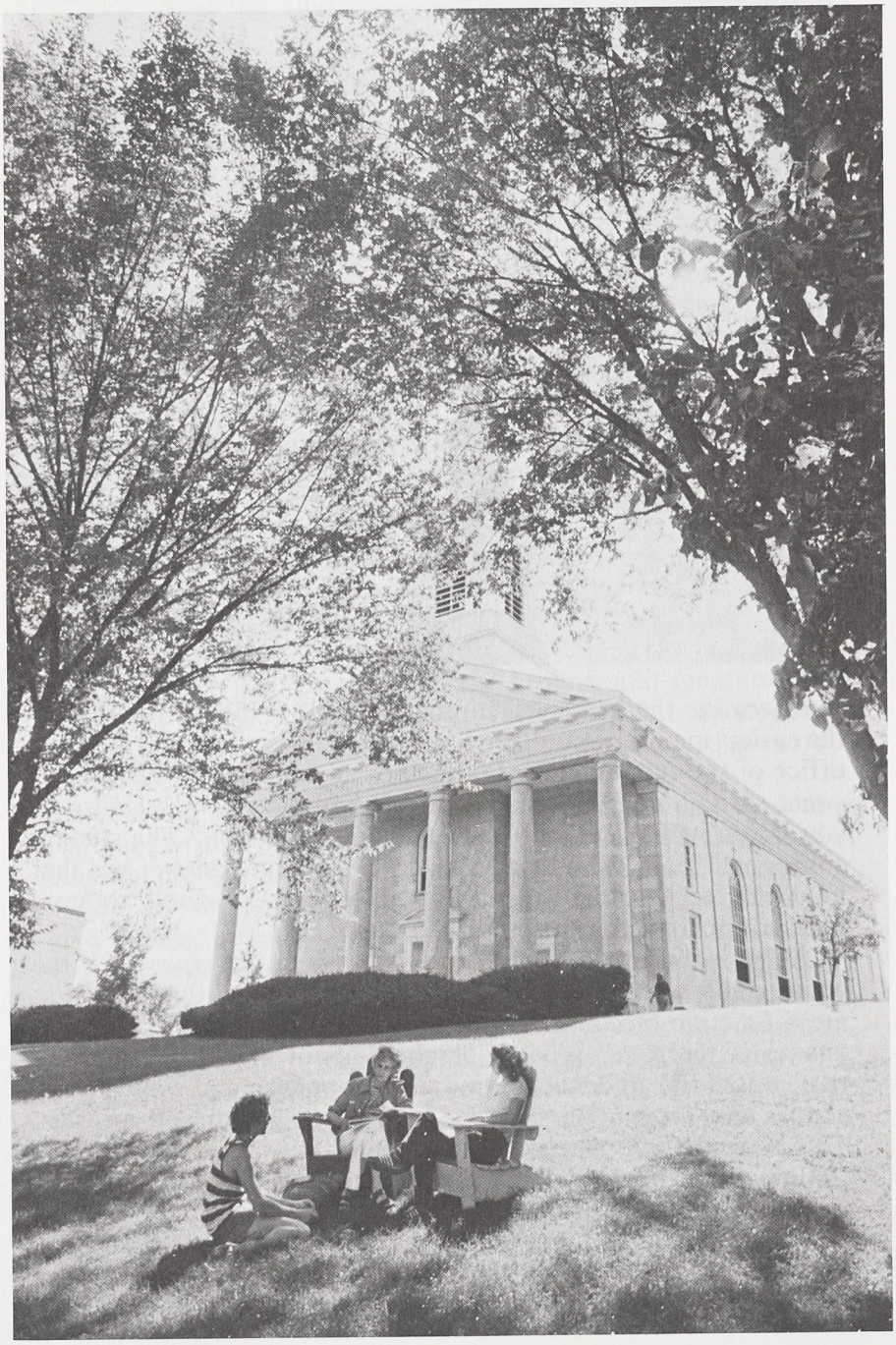
What Is "Higher" in Higher Education?

Some years ago, a national educational journal recounted the story of a professor called in to mediate a dispute about a grade. A student in a certain physics course had been asked to explain how one could determine the height of a tall building by means of a barometer. The answer was given an F, and the student objected that, on the contrary, the answer was perfectly correct according to accepted physical principles. When the outside mediator was called in, he had to agree that the student had a point. The answer given was, "Go to the top of the building, tie a string on the end of the barometer, lower the barometer to the ground and measure the length of the string." Nevertheless, it was agreed that the student should be given a second opportunity to answer the question more straightforwardly.

After six minutes of the allotted ten had been used, the student had still not written anything on his paper, and the mediator asked whether he did not know the answer. "No," he replied. "It is just that there are so many answers, I am trying to decide which one to give." Near the end of the time period, he quickly scribbled down an answer. This time the instructor in the course capitulated, and the student was given an A. The answer was, "Take the barometer to the top of the building and drop it off. Time the fall and then by the well-known formula about the rate of acceleration of falling bodies you calculate the height." The mediator was fascinated with the ingenuity of the student and asked whether he really had other answers. "Of course," he replied. "Take the barometer out on a sunny day. Measure the shadow cast by the barometer and the shadow cast by the building, then knowing the height of the barometer, you calculate the height of the building. Or, a very simple and direct method, would be to start at the base of the building and measure the building by laying the barometer along the walls

to determine the height in barometer-lengths. Finally, of course, the easiest method would be to go into the basement and find the office of the superintendent, knock on his door and when he answers, say to him, 'Here, I have this fine barometer which I will give you if you will tell me the height of this building.' " The student confessed, finally, that he also knew the standard answer but that he didn't feel that the function of education was simply to hand back memorized formulae and pat answers.

What is illustrated by this story is not mere cleverness, it is the considerable appreciation by the student of the fact that questions are a function of contexts which must be appreciated before any answer is "correct." What is "higher" about higher education is that it asks the students continually to appraise and evaluate not simply answers but the contexts of both questions and answers. The student is not merely an intermediary between the professor's lecture, a notebook and the final exam. In higher education he comes to appreciate "from above" the reasons why people ask certain questions in the first place, how they might have asked different questions and how any answer functions only when the origin of the question and its context are comprehended.

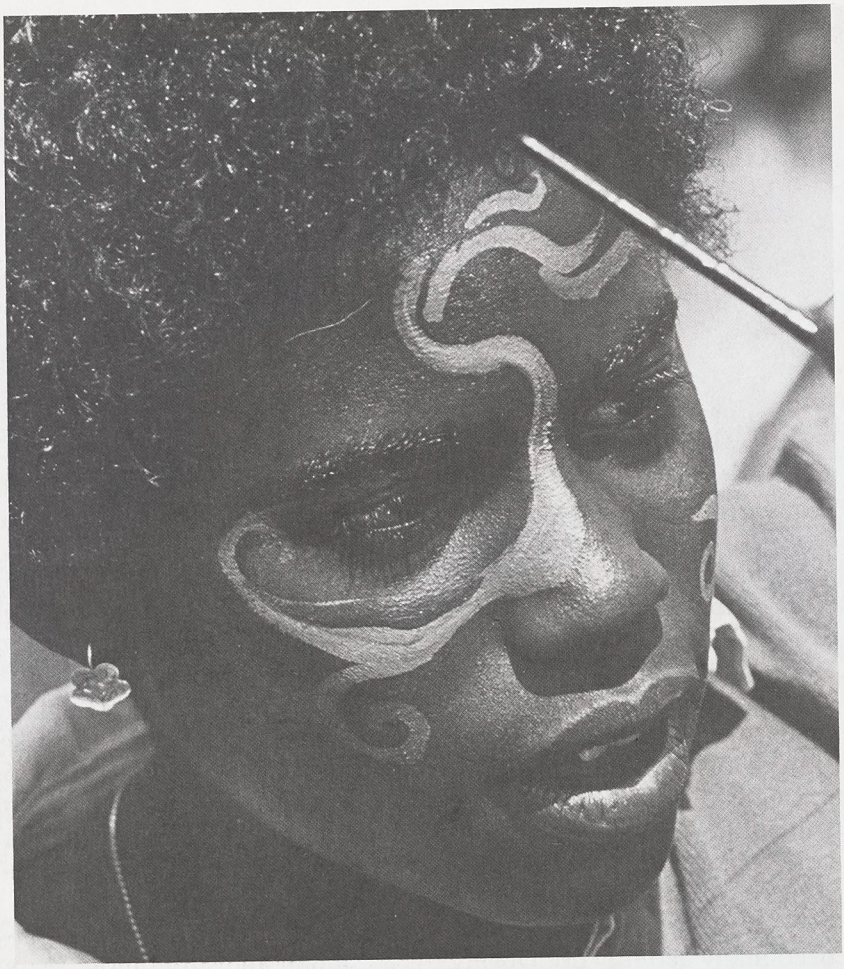


"What are you going to do at College?"

The conventional answer is, "I plan to study/major in History, Physics, French, etc." It is, of course, a curious answer. College students *do* all sorts of things — a few even actively non-study. It would probably be more accurate for them to say "I spend endless hours reading/memorizing Russian verbs/solving equations." Perhaps it would better convey the emotional quality of life to say "I am fascinated by Jung's theory/I am bored witless/I love playing soccer." Those matters will be discussed in the next section of this booklet, but for now the conventional answer can be addressed. Students do identify their college activity with their major field of study. At Middlebury, majoring in a single discipline or combination of disciplines is the primary requirement for graduation. So strong is the sense of identity with a departmental major that the student government has been organized very successfully around a core constituency based on department majors rather than dormitories or class years.

A large percentage of freshmen expect to change majors and indeed many actually do. During the freshman and sophomore years this can usually be done easily and it is an obvious good. There are many wholly new subject areas at the college level that no freshman is likely even to consider prior to coming to college. Philosophy, Economics, Sociology, Anthropology and Psychology are normally begun at the college level. Many old scholastic friends like English, Mathematics, History, Languages and Science may take on a range of complexity, depth and subtlety which transforms them into qualitatively different subjects from those earlier studied. Major choices based on secondary school experience are not completely trustworthy and students are actively encouraged to consider new options.

Since departments and departmental choice bulk so large in a



student's self-identification as a college student, a brief presentation of the Middlebury academic departments and programs is as ready a means as any to describe the meaning of Middlebury to prospective students. The departments are arranged here according to the four divisions of the College: Humanities, Social Science, Foreign Language and Natural Science. There is a brief sketch of the program, personnel and "personality" of the Department, a listing of some current research interests of the faculty and a list of typical course programs. Concluding this section, there is a description of non-departmental majors and of certain academic programs which do not offer majors.

THE ARTS AND HUMANITIES

Why do students major in English or the other literary areas of the humanities — American Literature, Philosophy or Religion — since relatively few take up careers as poets, philosophers or divines? Two reasons should be singled out for special comment. Both English and American Literature are many-faceted studies. They do not so much define a discipline as carve out a subject matter which is approached from many directions — critical, historical, technical, aesthetic and creative. In addition, these two literary disciplines share with their more ancient companions in the humanities, Religion and Philosophy, a particularly intense interest in individual human experience. The Social Sciences, as their name implies, are more concerned with communities, culture, and the generalizable and formulable regularities of human activity. The Humanities may focus on how it feels for the single person to live, like Hamlet or Jay Gatsby, with noble dreams in a declining age. Whether it is the poet giving verbal form to the sensitivity of an age, the philosopher searching out the foundations of the moral law and knowledge, or the prophet confronting the ways of God, the Humanities point uniquely to the most personal core of human experience.

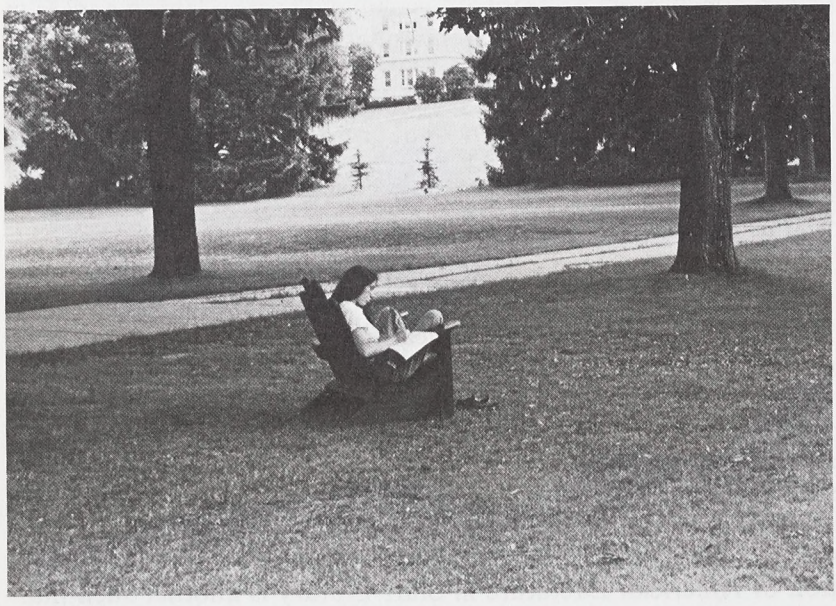
The departments of Art, Music, and Theatre, Dance and Film complete the roster of the Humanities. In these areas, too, personal, individual expression is central but they differ from the literary Humanities because of the emphasis on *making* in addition to verbal self-reflection and knowledge. Students in these areas — even those working in the more theoretical aspects of the subject — are expected to design, compose, create, or perform as well as know.

American Literature and Civilization

In the context of liberal arts education in this country at the present time, Middlebury may well be unique in offering opportunities for the systematic study of American Literature and Civilization within a separate department of instruction which is not simply a sub-division of a larger English Department. The very fact that such an arrangement has existed here for more than half a century serves to indicate the seriousness with which this field of study has traditionally been regarded (the distinguished Abernethy Collection of American Literature in Starr Library is another such indi-

cation); it also helps to explain the particular intensity and the sense of intellectual commitment which teachers and students working in this area over the years have continued to bring to their exploration of the nation's imaginative life.

The department offers two different majors, one in American Literature and one in American Civilization. Generally speaking, the American Literature major seeks to provide a detailed understanding of the nation's principal writers and literary movements as they have developed historically from the colonial period to the present day. The American Civilization major, which is essentially interdisciplinary in character, is concerned with developing an informed awareness of the momentous but often subtle processes of change which have taken place in the cultural life of the United States. Requiring students to achieve a certain range as well as depth in their studies by completing courses in a number of various participating departments, this major offers the possibility of a comprehensive grasp of the outlines of American Culture as that culture manifests itself in significant historical events, in institutions, in the arts, and in general philosophical ideas, values and predispositions. Although the focus of these two majors is somewhat different, then, each assumes a general determination to see the diverse elements of American experience not in isolation, but in their mutually illuminating relation to one another.



Art

Art thrives at Middlebury. The Department of Art, housed in the handsome Christian A. Johnson Memorial Building, includes a painter, a print maker, a sculptor and five historians of art and architecture. The art collection has developed to include fine teaching examples of virtually every major movement in art. In addition to its outstanding faculty and broad curriculum, the department offers opportunities to study with distinguished visiting professors of art history and of studio arts. It is not surprising that, under these fortunate circumstances, student interest in art has become intense.

The Art Department offers courses in both the history of art and in studio because they complement and reinforce each other. Art history provides a critical study of aesthetic ideas and works of art in context, while the actual experience of painting, drawing and sculpting heightens and activates the student's sensibilities. Art can be a source of pleasure, but with understanding it can become even more. The aim of the program is to spark and develop this understanding and appreciation of the visual environment, whether as an introduction to later professional study in art or architecture or for rewarding personal intellectual discipline and enrichment. Here the student can learn to interpret and respond to art as visual communication, gaining new access to distant and generally obscure cultures as well as enduring, meaningful and absorbing insights into the contemporary world.

English

To read analytically and imaginatively, to write accurately and to speak effectively are skills which the English Department seeks to foster along with knowledge of the range of sensibilities within the English literary tradition.

These skills and this goal are reflected by the department's offerings: courses in the Freshman Writing Program, the genre and period courses, seminars, independent work, the General Examination, and the creative writing and expository writing courses.

In a typical term, for example, a freshman electing a writing course in the department may choose among narrative fiction, lyric and narrative poetry, drama, the essay and the writing of fiction or poetry. A similar diversity carries through subsequent upperclass offerings and into the seminar program.

The department seeks to stimulate the discussion essential to

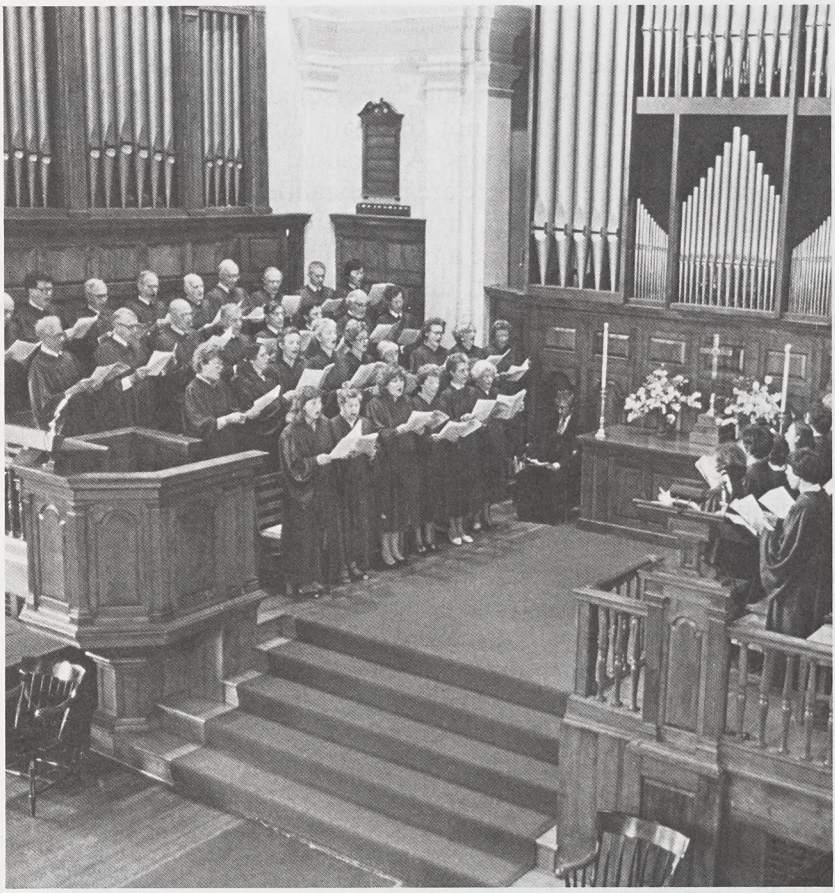
reflection about literature. Thus, the freshman writing courses are limited in size to make the discussion of texts and of student writing possible. Most of the larger lecture courses have discussion sections. The writing courses and seminars rarely exceed enrollments of fifteen. Majors are encouraged to undertake tutorials in literature or writing, whereby they work closely with individual faculty members, often in pursuit of departmental honors.

The major is a challenging one. It is elected by students committed to reading and writing about literature. They undertake a program of courses and of independent preparation culminating in a General Examination that includes both written components and an oral discussion of literature with several of the department's faculty.

Those who choose to major in English, or who choose one of the concentrations, can expect preparation suitable for a variety of post-college careers. In most professions the ability to think critically, to read perceptively, to write cogently and to speak persuasively are preconditions for success. Some English majors go on to graduate school in literature or writing, and then into teaching, but most elect from a diversity of vocations: law, medicine, journalism, banking, business.

"I am certain," John Keats wrote, "of nothing but of the holiness of the Heart's affections and the truth of the Imagination." Whatever their vocational choices, those who read well will come to know that good literature confronts in an immediate, moving way the complexities of what it means to be human and affirms the human capacity to seize reality both by understanding the past and by imagining a future.

Music

It is often difficult to perceive exactly what the philosophy of the music major at Middlebury is — but whatever it is, students seem to enjoy it immensely. Music may well be one of the most action-oriented departments at the College. Students are continually asked to *do* musical things, not just passively listen or scan the scores. In an elementary course everyone will construct and perform a musical composition — standard instruments disallowed. Anyone who has sat through a multi-media performance of a Sonata for Ping-pong Balls and Oil-drums is not likely to forget it and, amazingly, the bare bones of musical composition become

apparent. Doing music is the essence of the department's performance seminars which center on the classical musical repertoire.

The diversity of the department's program reflects the diversity of the faculty: a composer-theorist, a performer, and two music historians. Surrounding the core of departmental courses there is a penumbra of performance activities. Instruction is offered in several instruments, in voice, in choir, orchestra, collegium, concert and stage band. Organ instruction is particularly popular because of the presence of a gifted performer on the regular faculty and two instruments: a baroque organ and a Gress-Miles 48 rank instrument. Music offers special opportunities for cooperation and "double effect." The electronic music studio is not only a place for composing in a modern idiom, but for theoretical analysis of musical textures.

Philosophy

Many entering Middlebury students indicate that one of their primary aims in college is to develop "a personal philosophy of life." However, this interest does not translate immediately into large numbers of philosophy majors. A personal philosophy certainly may appear desirable but there are practicalities, after all. What do philosophy majors do when they graduate? As a matter of fact, philosophy is probably as fine a training for law school as any major, since it requires constant, dispassionate attention to intricate arguments on very complex and often emotionally charged issues. It is the apparent overwhelming nature of the questions which philosophy considers that often dissuades students from pursuing the subject. The questions are *so* important, that the kind of rational, "arm's-length dealing" which philosophy requires seems almost to deny the urgency of the issue. But one of the clear attractions of philosophy to its practitioners is the opportunity to discourse in depth and at length on topics which most people consider too loaded for polite conversation.

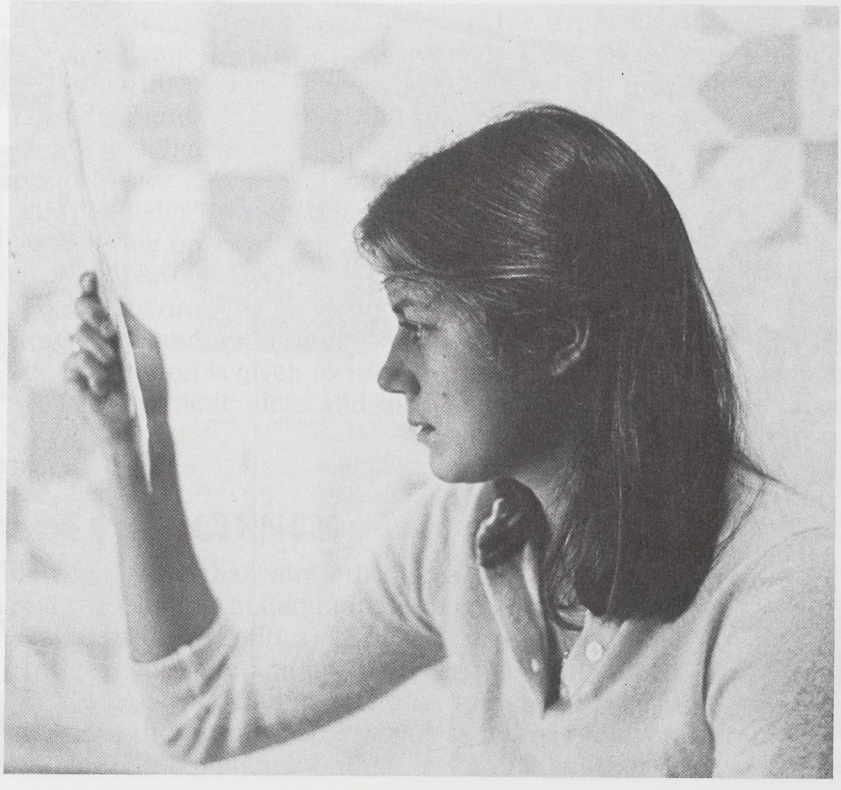
Students intersect with the philosophy program in three ways. There are the majors who are asked to explore three central areas: ethics and social philosophy, philosophy of science and theory of knowledge, and history of philosophy. Students looking for a quick once-over of a discipline where tourism is never leisurely are offered a variety of historical and problem-centered courses. Finally, many students have their primary contact with philosophy through various "philosophy of" courses — art, law, religion, education, history, science, language and social science — which relate to their major fields of study.

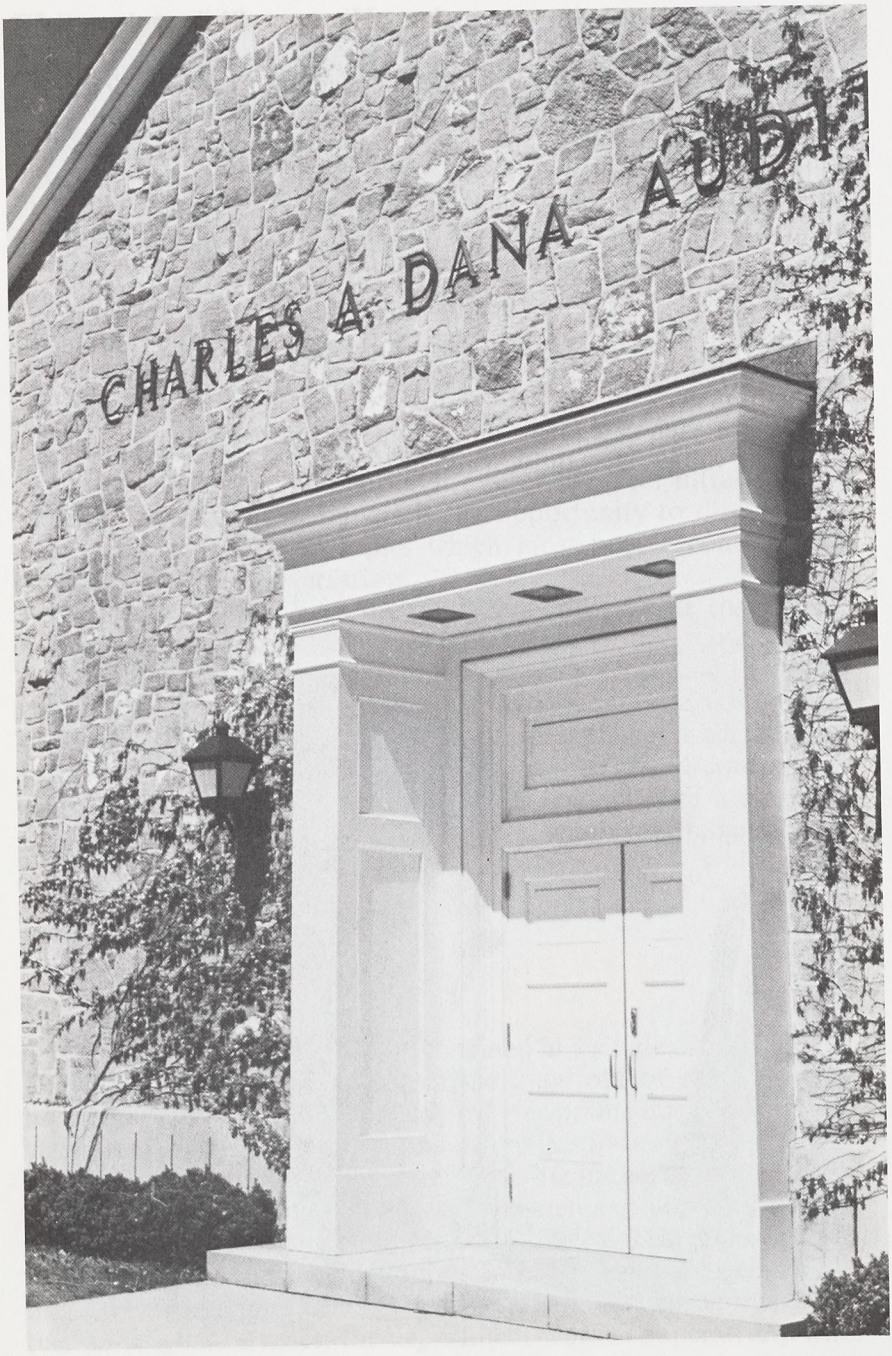
Religion

The study of religion cannot be confined in a single discipline. The Department of Religion presents the manifold of religious phenomena from various methodological viewpoints but two points of view predominate—the historical and philosophical. An historical approach presents the forms of religious life in their social and cultural setting and attempts to discover elements of universal human significance inherent in these historical forms. The philosophical and theological approach inquires into the truth as well as the meaning of religious beliefs. Because of the interdisciplinary nature of religious studies, the department works cooperatively with

other departments, in particular, History, Philosophy and Sociology-Anthropology.

Very few students come to college expecting to take courses in religion—and yet a significant number eventually do. This is not surprising. College years are a traditional time of testing values and beliefs. Many students take a religion course to have an opportunity to read the Bible or the Bhagavad Gita out of curiosity or because they have heard good things about a particular professor. Almost inevitably they are struck with the range and depth of religious phenomena, the intellectual and emotional power of the texts, and the interest and concern of the faculty in their subject matter. Very few who then decide to study further intend to be priests, ministers, or rabbis—though the College has produced graduates in each category—but if undergraduate education aims to evaluate values, the study of religion can be central to that education.




CHARLES A. DANA AUD

Theatre, Dance and Film

Students in this department have a unique opportunity to synthesize the whole spectrum of academic disciplines. Faculty argue persuasively that their curriculum amounts to a whole liberal arts education in miniature: literature, psychology, aesthetics, artistic design, dance, music, film, electronics, engineering and certainly some moral discipline to get through rehearsal and master the performance. The department offers a kaleidoscope of subjects, including courses in acting, directing, design, dance, film study, dramatic literature and playwrighting.

Performance provides a vital and rewarding aspect of the program. Students and faculty work together to stage approximately a dozen works each year. Productions occur chiefly in two theatre spaces: the 400-seat Wright Theatre, which boasts one of the few computerized lighting systems in this region, and the Hepburn Zoo, which accommodates production of experimental theatre pieces. The close rapport and creative energy generated in these group experiences is characteristic of the department.

Dance and Film were recently made a part of the program and the department has been renamed to reflect this change. The Dance program focuses on the study, theory and style of modern dance, with ballet providing an important complement. Repertory, performance and choreography are part of the advanced curriculum and the Dance Company of Middlebury offers performing and touring opportunities for qualified students. The film studies program emphasizes the history, criticism and aesthetics of the motion picture. The major purpose of the program is to stimulate knowledge and appreciation of this important art form, although some attention is given to the way in which film reflects the value systems, aesthetic ideas and intellectual concerns of this century.

SOCIAL SCIENCE

Perhaps more than any other area, the social sciences form the mainstay of the undergraduate curriculum. Economics, Geography, History, Political Science, Psychology and Sociology-Anthropology are among the most frequently selected majors in the College. Students who choose to major in the social sciences often see the various departments as directly relevant to career interests. Those planning on business and management careers may

see Economics as good preliminary training. History and Political Science are traditional foregrounds to the law and public service; Sociology-Anthropology and Geography have demonstrated their direct usefulness in everything from educational reform to city planning, while Psychology, with its particular emphasis at Middlebury on precise work related to the life sciences, has served as a stepping stone to medicine.

The departments in the social sciences provide a good undergraduate base for the careers indicated, but most majors stay with a discipline because of its sheer intellectual appeal. Many students have preconceptions about the character of the social science disciplines and almost invariably are surprised to discover that these preconceptions were wide of the mark. It is this sense of discovery, rather than narrow careerism, that best sustains a choice of major.

Economics

In recent years, economics has been the "in" subject not only at Middlebury but across the country. A recession in the market for teaching, the extreme pressure for law and medical school admission, and the general economic condition of the country seem to have directed students to a subject which seems clearly related to a possible career in business. The Economics Department has been delighted by the enrollments but would probably give a word of caution — Economics is not a Business major. Middlebury has established arrangements which permit the College to place highly qualified students in graduate programs of business schools after only three years at Middlebury and it is expected that most of these will be Economics majors — nevertheless the caution stands. Economics is probably the most technical of the so-called "soft" sciences. No other social science has developed such sophisticated analytical tools or been as ambitious in promulgating general theoretical laws.

Economics is a relatively new science which came into being only with the creation in modern times of a market economy. Economic thinkers from Smith onward have been important shapers of public policy. As there is no reason to believe that economic argument will play any lesser part in the future, current student interest must be welcomed as a national asset.

Geography

Geography shares with the other social sciences the goal of understanding the human condition, but geography examines social issues from a unique spatial perspective. Simply put, the concern of modern geography lies in understanding how phenomena are distributed in space. Global patterns of crop yields, the arrangement of highway networks and the structure of urban areas are only a few examples of spatial distributions that interest geographers. More exciting than such distributions themselves, however, are attempts to understand why they vary in pattern and intensity from place to place and how they change through time. Implicit in geography's concern with spatial distributions is the fact that space itself influences individual and collective attitudes and actions.

Modern geography is less concerned with memorization of mundane facts about the uniqueness of far away places than it is with understanding similarities in form and function among

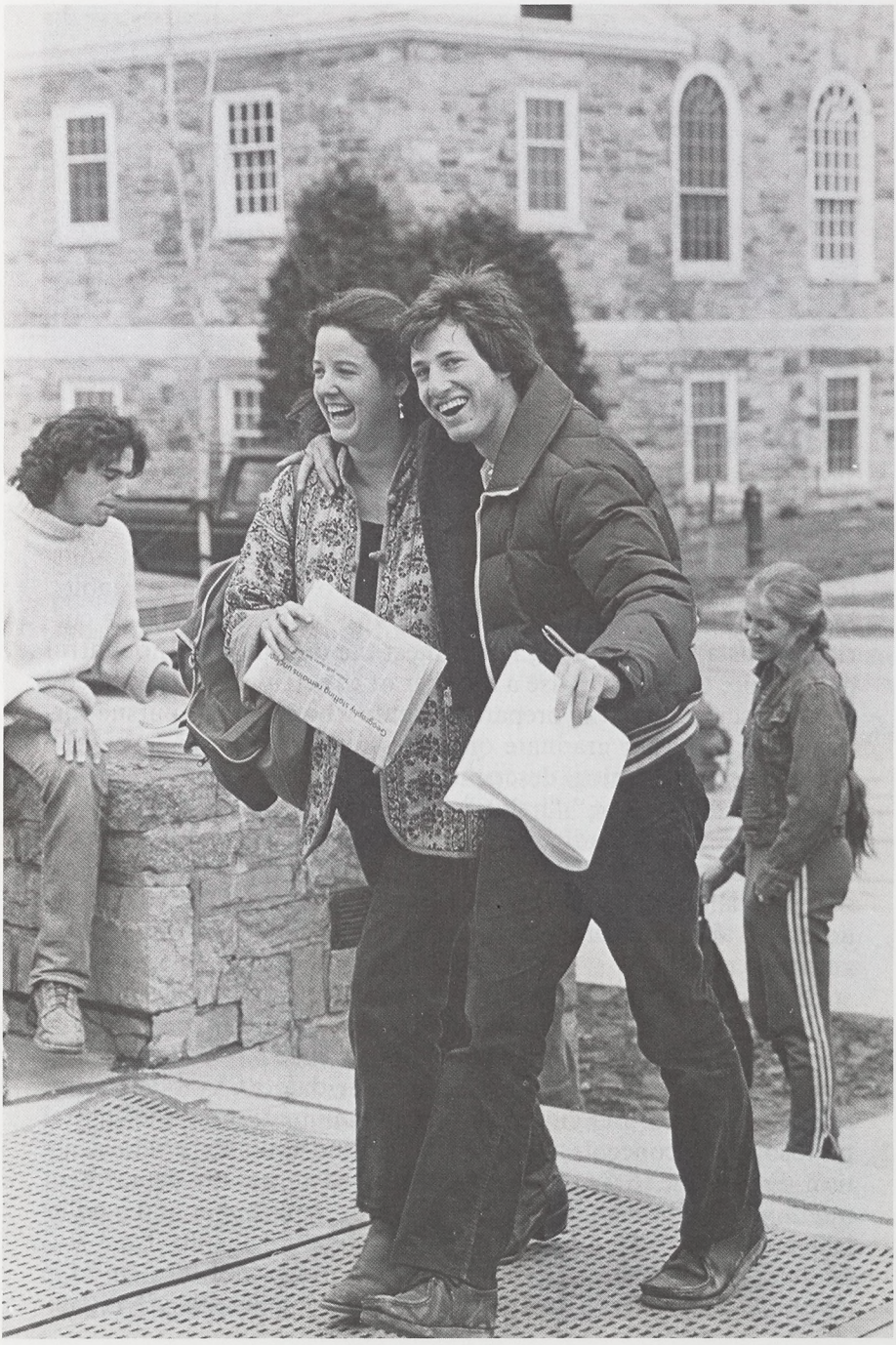
places. The velvet arm chair, leather globe and parchment maps of the 19th century practitioner have been traded for computer modeling, intensive laboratory and field experiences, and a variety of quantitative and analytical tools. Today's geographers serve as policy makers in the public and private sectors, addressing issues in resource management, planning, transportation, health and other problems related to the spatial organization of society.

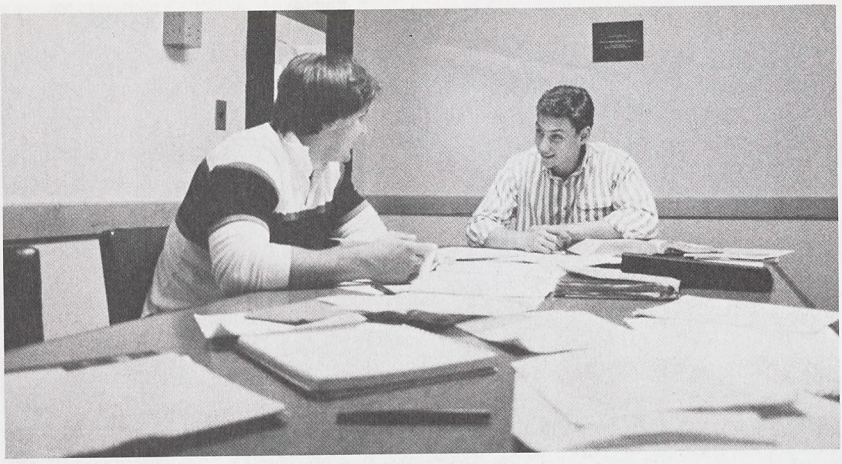
The emphasis in the Geography program at Middlebury is on learning to ask the right questions, and applying rigorous analytic techniques in seeking the answers. Middlebury students find that the local environment poses a number of interesting research problems, but the department also has a tradition of study in many diverse environments and cultures, and there continues to be a strong focus on work at the international as well as the regional and local levels.

History

In any listing of the strongest departments at Middlebury, the History Department is sure to appear, and a recent study of undergraduate education rated the department "distinguished." The staff is exceptionally well balanced in terms of seniority, teaching experience, scholarly publication, academic interests and personalities. American history has been the most popular sub-area in the department, but there is particular strength in European, Asian and African history. Middlebury has a long-standing commitment to African history; the successful Asian history offerings prompted the creation of the East Asian Studies Program; and adding Russian history in the early 1970's is another example of how the department complements to the College's language programs. History seems to offer students a balance of normally separated virtues — large drama combined with care for detail, moral interest combined with empirical research. Members of the faculty have been at various times described as "passionately concerned," "encyclopedic" and "incandescent."

History, in addition to offering two of the most popular "Foundations" courses, has a carefully constructed program with junior seminars which prepares every student for a two-term senior thesis. The department is committed to the belief that training in research, critical analysis and writing is crucial for a liberal arts education.





Political Science

"Political Science defines, describes, explains and evaluates political phenomena. It does so with a number of disciplines or habits, including science, philosophy, history and prudence. . . . The curriculum as a whole is designed to meet the demands of thoughtful citizenship, to depict in use a number of the elements of the liberal arts and sciences and to prepare students who intend to pursue further work in either graduate or professional schools." This is the official course catalog description of the department. The key words are "discipline," "habit," "prudence," "thoughtful." Given the passion and prejudice of the political world, these words may seem very much out of place. "Political Science," as its very name suggests, is the study in the college curriculum most informed by hope. Its aim is to bring rationality to the tangle of society and government.

"Rationality" is conceived in two ways in the discipline and both are represented in the department: On one hand there is detailed empirical study of political phenomena — augmented in recent years by extensive use of computer data and modeling; on the other there is the close, analytical examination of the central philosophical concepts used to explain and evaluate political action. From time to time, it has been suggested that the department might well split into a political philosophy department and a political "sociology" department. The departmental faculty (and students) usually recoil with horror at the notion since they find the combination of high theory and hard fact intellectually fruitful.

Psychology

Psychology is a discipline that draws from both the social and the natural sciences in its quest to understand the varieties of human behavior. An appropriate undergraduate program in psychology will focus in one part on certain processes: e.g., learning, perception, attitude, or choice behavior and the controlled study of the variables relevant to them. Another part will focus on the abnormal or disturbed manifestations of these behaviors. A third part will focus on intra-individual processes which mediate these behaviors, whether normal or disordered.

Course offerings in psychology at Middlebury College serve at least these three functions and when appropriate give the student significant laboratory experience. Many students are surprised by the "scientific" bent of psychology at Middlebury. Popular images of "psychology" as an instant key to and sudden cure of, the troubled human self, distort the theoretical and practical complexities of the subject. Psychology is truly a young science although its rise has been extraordinary in this century. The department's interest in precision, control and experiment reflects a legitimate desire to substitute validated truth for mere conjecture and opinion.

Sociology-Anthropology

Sociology-Anthropology has the distinct advantage of combining exposure to two disciplines within a single department. A special effort is made to help students capitalize on these two complementary perspectives. Students are encouraged to study comparatively those social institutions covered by both anthropologists and sociologists: family and kinship, stratification and inequality, and political behavior. Students often devise their own programs of area studies using the resources of other departments. Sociology-Anthropology offers course work in Latin America, the Far East (especially China and Japan) and North American Indian cultures. Several courses deal with American society and its social problems: education, population, deviance and majority-minority relations.

The department blends both the scientific and humanistic dimensions of sociology and anthropology. For the science-oriented, there is the opportunity to engage in original research or to perform analyses on data bases already available on the College's computer. For the humanities-oriented, there is the opportu-

nity to consider the human implications of social-science research. Field work abroad and original research are encouraged.

In career terms, the large majority of professional sociologists and anthropologists are connected with institutions of higher education. Sociology-Anthropology is a particularly beneficial liberal arts major for the student contemplating a career in any field involving extensive participation with other people — especially those representing different cultures at home or abroad. This course of study leads naturally into such careers as law, elementary and secondary education, social service overseas, government, social work, business and diplomacy.

FOREIGN LANGUAGE

Middlebury College has an international reputation in foreign language studies, and in many ways sets the standard for the field. The College offers a particularly broad range of courses in foreign languages, literatures and cultures. Chinese, French, German, Greek, Italian, Latin, Russian and Spanish are offered in the regular academic year, while the eight Language Schools provide an opportunity for intensive summer study in Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish. All such courses carry credit towards the bachelor's degree and are open to non-language as well as language majors.

Most language majors will wish to take all or part of their junior year at one of the College's schools in France, Germany, Italy, Spain or the Soviet Union. Many international majors and majors in fields such as art history, economics, political science, history, etc., also do so each year.

Chinese

An adventure in learning to think in a language almost completely different from Western languages, the study of Chinese here at Middlebury leads one along a variety of pathways each of which explores fascinating aspects of a major civilization. The Chinese Department offers rigorous training in modern Mandarin, spoken and written, to advanced levels and also provides courses in classical Chinese as well as courses taught in English on Chinese literature. Students in Chinese generally have the option of studying in the Middlebury intensive summer program as well as the choice of spending part or all of their junior year studying in Taiwan or the People's Republic of China. With unusually strong offerings available in Chinese language and literature as well as courses on Asia given in other departments, students at Middlebury may elect to major either in Chinese or in the inter-disciplinary program for East Asian Studies.

Classics

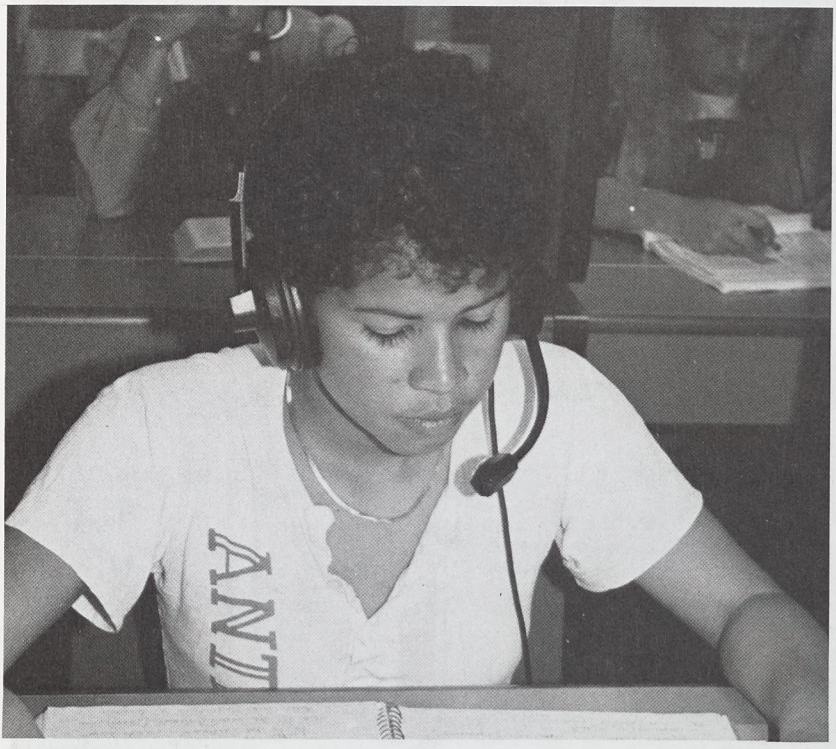
The classics are the enduring works of poetry, history and philosophy that we have inherited from Greece and Rome; in them we find not only the foundations of modern life and thought but also a perennial challenge to modern life and thought. The goal of the liberal study of the classics is to sharpen and deepen our understanding of ourselves by re-discovering our great intellectual and

artistic forebears and re-considering with open minds what they have to teach us.

The Classics Department offers students the opportunity to study great works of Classical literature, history and philosophy in their original languages as well as in English translation. Beginning courses in Greek and Latin introduce students very quickly to authentic selections from such authors as Homer and Plato, Cicero and Virgil, as well as the New Testament and medieval poetry. Advanced courses in Greek and Latin enable students to engage in close study of the greatest works of classical antiquity.

The department offers a wide range of courses taught entirely in English on classical literature, history and philosophy. Students may also supplement their classical studies with courses in related disciplines (art, english, philosophy, political science and religion).

Junior majors have opportunities to study abroad for one or two terms in any of several programs in Athens or Rome which provide acquaintance with the art and archaeology of the ancient classical world.

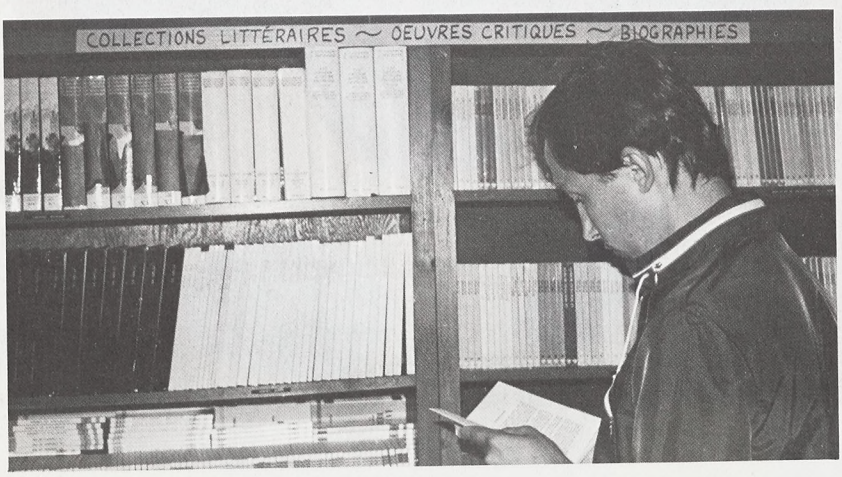


French

The French Department seeks to develop in its students the linguistic ability to pursue in French their various personal and intellectual interests. Beginning and intermediate courses bring students up to a level where they can branch out, and students with more advanced preparation may take upper level courses in language, literature and civilization. Most recently, members of the department have been developing courses in women in literature and in Francophone literature.

In addition to the program of study offered by the French Department, there are varied extracurricular activities, centered in the Chateau with its forty French speaking residents. In the Chateau dining room members of the Language Schools' faculty eat on a regular basis with students, discussing not only their course work, but perhaps a recent film, preparation for the annual French play, or an upcoming visit to Montreal.

Opportunity for foreign study is also provided through the Junior Year Program in Paris. Each year many Middlebury students, usually a 50-50 mixture of majors and non-majors, attend the School in France. The first few weeks, beginning in early September, constitute an intensive preliminary session of language work and an introduction to contemporary France. Upon completion of these preliminary courses and through consultation with the resident director, students select from a wide range of courses including art, history, language, linguistics, literature, philosophy, political science and sociology.



German

Few entering freshmen will have studied German previously, and usually not a large number plan to major in German. It says something about the Middlebury German Department, therefore, that it produces a very respectable number of German majors. Key to their success is a very carefully thought-out, witty, and imaginative set of elementary teaching materials devised by the staff (a best seller nationally). These teaching materials are used in a unique teaching pattern which minimizes out-of-class preparation but maximizes intensive drill with faculty. This obviously calls for dedication from both student and teacher, but the excess energy of the department appears to make the whole exercise both profitable and enjoyable. In recent years the German faculty has been adapting imported German network television programs for use in an exciting program at different levels of study.

The German School in Mainz was the first of the Middlebury overseas undergraduate programs and almost all German majors take advantage of the opportunities provided by this program. The relationship with the University of Mainz is unique in that Middlebury students are permitted to enroll directly in regular courses.

Russian

Middlebury's Russian Department, which enjoys an international reputation for the excellence of its language instruction, offers a varied curriculum covering language instruction on beginning, intermediate and advanced levels as well as a range of courses in literature, civilization and culture. The program of each student may emphasize either the language, literature, culture or civilization and is planned individually in consultation with the chairman. In addition to the academic year activities in Russian studies with opportunities to explore Soviet contributions to the literary world, the College has an established nine week summer Russian School that provides students with intensive study of the language as well as advanced courses in culture and civilization. The Russian School regularly attracts students from several continents. The Russian experience may also be broadened through foreign study. Middlebury College now sponsors its own semester-length program at the Pushkin Institute in Moscow, open to qualified students who have completed three or more years of study of the language.

Spanish

The twofold aim of the Spanish Department is to develop in its students a full command of the language as well as a mastery of the rich literature and culture of the Hispanic peoples both in the Iberian peninsular and in Latin America. The introductory courses concentrate on a thorough development of language skills that will enable the student to become involved in advanced courses in language, literature, culture and civilization. In addition to the diverse courses offered by the department, juniors may participate in the Spanish School in Madrid. Majors as well as non-majors are encouraged to take advantage of this opportunity to widen their educational horizons by studying in one of the Spanish-speaking countries abroad. Middlebury also offers intensive language instruction at the beginning, intermediate and advanced levels as a part of the summer sessions of the Spanish School. In addition, a number of graduate courses are open to qualified undergraduates during the summer. The Spanish Club organizes various activities throughout the academic year, and students have the opportunity to dine with faculty members at the Spanish tables in the Chateau.

Italian

The Italian courses are designed to meet the needs of Italian majors, other foreign language majors and students from related fields such as art, literature, music and sociology who are working toward a double or joint major or concentration. The aim of the program is to develop not only a working command of the language, but involvement in the Italian contribution to literature, art, music and philosophy. In recognition of the needs of the college community at large, the department also offers courses in translation. The Italian experience may be further enriched through participation in the summer session of the Italian School. Intensive instruction is offered at both the beginning and intermediate levels. Qualified students may also participate in advanced graduate courses offered at the summer session of the Italian school. An opportunity for foreign study is provided through the Junior Year Program in Florence, Italy. Majors and non-majors actively participate in either the one-semester or full-year programs in Italy under the guidance of a resident director.

DALLA LINGUA
ALLA GRAMMATICA

NATURAL SCIENCE

Since the dedication of a Science Center in 1968, Middlebury has continued to improve its science facilities. A new academic computing center was installed in Voter Hall in 1975; Warner Science, the home of psychology, geography, mathematics and botany, was completely renovated in 1978; the Science Center library and computing facilities were redesigned and renovated in 1979. Middlebury offers something that is not found in a large research oriented university; a program geared in size and philosophy toward undergraduate teaching and undergraduate participation in research. All science programs at Middlebury are conceived both as self-sufficient undergraduate majors and as preparation for postgraduate work. A bachelor's degree program in science at a major graduate or research university may be for undergraduates in name only—in effect it may be a total pre-Ph.D. program in which the weight of the faculty, facilities and curriculum is directed toward the state of the discipline and graduate programs, rather than the instruction of undergraduates. At Middlebury, senior members of the science faculty teach at all levels from elementary to advanced. Undergraduate science students work side-by-side with senior professors in path-breaking research that normally is reserved for graduate or post-doctoral students at universities. For the dedicated science major the results, as well as the experience, can be very gratifying—a senior paper published in *Science,* or a grant from the National Science Foundation for summer research in Alaska.

If the arts and humanities have an immediate appeal to many students because of their relevance to personal values, the sciences present a particular challenge to a student's objectivity and discipline. There is an austerity about the sciences — a rigorous and exacting discipline of observation and imagination that makes demands of both student and teacher. A major in science can provide a sound basis for further work in any career that requires the capacity for analysis, disciplined thought and creativity.

Biology

Traditionally one of the strongest and most popular departments at Middlebury, Biology offers introductory and advanced courses in a wide range of fields, including ecology and ethology, physiology of plants and animals, cellular and developmental biology, genetics and microbiology. Emphasis on laboratory and field work

and on scrutiny of the primary literature is accompanied by a commitment to interaction between individual students and faculty members. The curriculum provides a sound liberal arts education in modern biology as well as preparation for graduate work in medical or other professional or para-professional schools, or in graduate programs in biology. In addition to the normal major, interdisciplinary programs are offered in conjunction with the Environmental Studies and Northern Studies programs and the departments of Chemistry and Psychology.

The department is particularly proud of the scholarly activity of its faculty members, and of their willingness to nurture undergraduate research. It is not uncommon for the results of undergraduate projects to be presented by students at national professional meetings. Current faculty research projects are wide ranging: the locomotion of scorpions, efforts to fuse and study plant cell protoplasts, studies of extranuclear inheritance in the parasitic wasp, *Mormoniella,* investigations of changes in protein organization during differentiation of milk fat membranes and underlying shape changes in erythrocytes, analysis of energy flow in the High Pond watershed.

Chemistry

Ours is a chemical age. The rate of accumulation of new knowledge, from discoveries that range from new fertilizers and synthetic fibers to life-saving medicines, doubles every eight to ten years. The growing list is so staggering that the hopeful chemist-to-be must wonder fearfully, "How can I ever learn enough to do anything useful in this field?" The education of a chemist is, in fact, a lifetime undertaking. But Middlebury can help to make dreams realities.

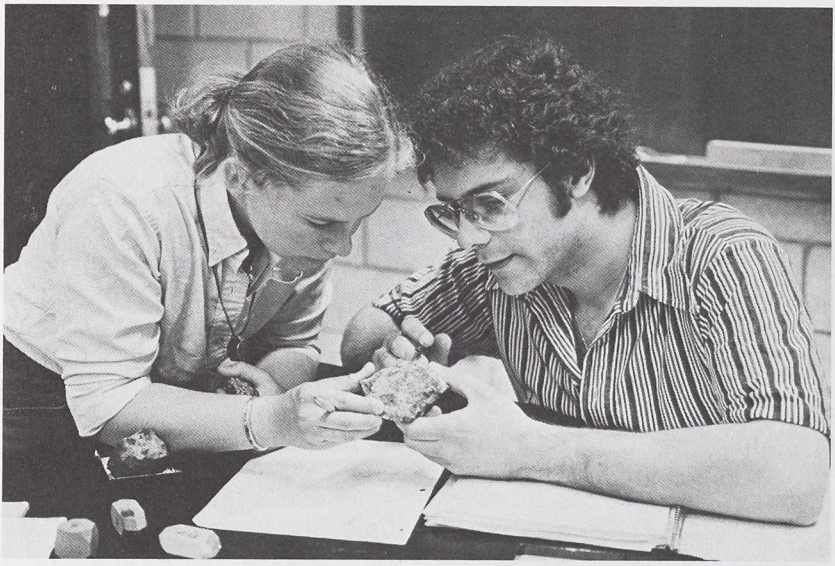
The purpose of the Chemistry program at Middlebury is not to stuff each student with countless facts to be remembered upon receipt of the proper signal; instead it emphasizes the theories and concepts that make up the logical framework for relating a multitude of otherwise disparate bits of chemical information. This framework is developed by a core of six semester courses covering the four major areas of chemistry—organic, inorganic, analytical and physical—and chemistry majors usually complete it by the end of their junior year. At the same time, the students are learning laboratory skills and gaining "hands-on" familiarity with modern instrumentation. During the upperclass years students elect a number of advanced chemistry courses best suited to their individual interests. The undergraduate experience culminates for most students in an independent research project under the direct guidance of one of the chemistry faculty.

The department is proud of the record established by its graduates. In recent years over two thirds of the chemistry majors have succeeded in ambitious professional programs in medicine or dentistry and in graduate programs in all branches of chemistry. Others have done as well as industrial chemists or as teachers of chemistry. Somehow students have found the lure of the laboratory with its intellectual challenges and the exhilaration of new discovery to be irresistible.

Geology

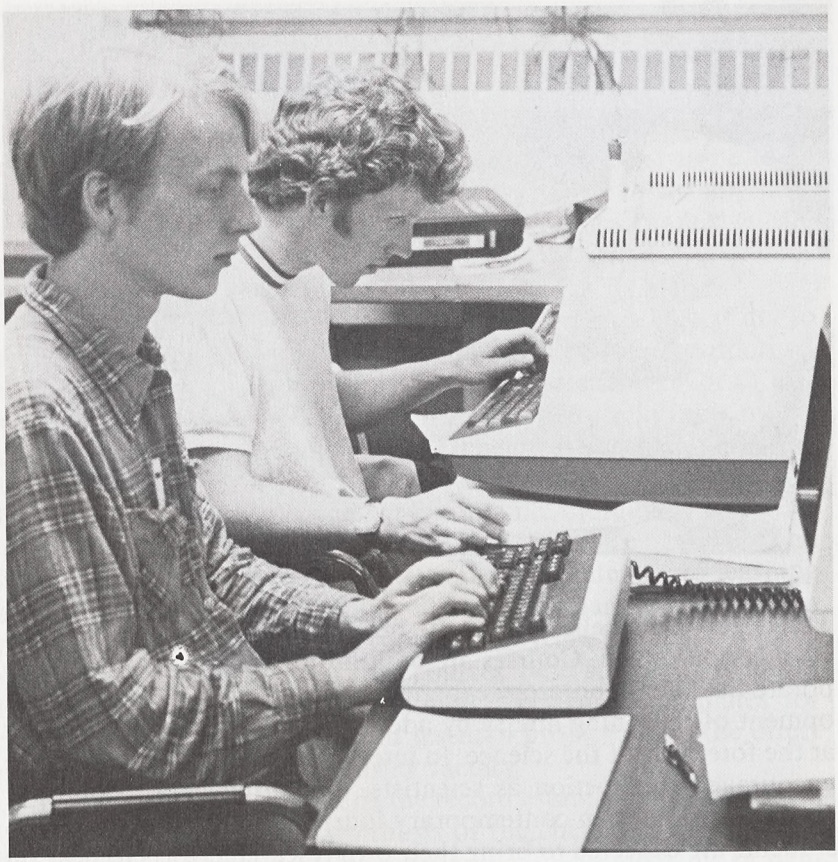
Few colleges are so favorably situated for the study of earth science as is Middlebury. It is set in the midst of the most classic and complex geologic regions of North America, and the department thus has an outdoor laboratory for teaching and research in geology and geophysics; and in Lake Champlain it has the resources for work in oceanography.

Geology at Middlebury is unabashedly a research program.



The department believes that the business of science is to explore what is not known. Courses are built around problems that incorporate field and laboratory experiences. They emphasize the development of reasoning ability by addressing the problems currently at the forefront of the science. In intermediate courses students are encouraged to function as scientists, evaluating data in outdoor field exercises and in contemporary journals. In advanced courses, students are expected to bring their own research efforts to bear on problems that have not previously been solved. The department's complement of equipment, including a computer-automated electron microprobe, an X-ray diffraction and fluorescence unit and a small research vessel for limnological work, provides state of the art capabilities. These facilities assure that student research efforts can be up to date and scientifically significant.

The different research interests of a very active faculty are reflected in the introductory courses, each of which concerns an aspect of earth science: plate tectonics and mountain building; oceanography; and environmental geology. In each course, the student is taught to function as a scientist. As one faculty member puts it: "The main difference between professional research and student work is how much can be accomplished in the time available and how detailed the observation can be; the same questions and excitement are there for all of us."



Mathematics

Middlebury men and women meet mathematics on many paths. The Mathematics and Computer Science Department draws students with a wide spectrum of interests, from prospective majors in the natural and social sciences, almost all of which require mathematics, to those who wish only to sample the flavor, content and spirit of the subject. Whatever their reasons for beginning, many continue as majors after discovering that only the challenge of mathematics offers the intellectual excitement they seek.

A wide selection of courses is available. Freshmen may elect any of several different courses depending upon their interests and previous achievement. Calculus draws the largest enrollment, but interest in first courses based on probability, linear algebra or the foundations of mathematics has grown substantially. Advanced Placement

is offered to a sizeable portion of each entering class. Electives run the gamut from the abstract (modern algebra and topology) to the applied (operations research, statistics) and from the classical (complex analysis, number theory) to the modern (modelling, graph theory).

Graduates take almost as many different directions as there are individuals. Recent majors are attending graduate school in pure mathematics, biostatistics, business, medicine and law. Others are employed as computer scientists, actuaries, technical writers, teachers and government economists. Professional opportunities for those with mathematical backgrounds are expanding every year. *(See also page 59.)*

Physics

The discoveries of physics have profoundly altered both the physical circumstances and philosophical world view of twentieth century humanity. Physics is the fundamental science. The entire physical universe, from gluons to galaxies, from baseballs to black holes, is described by the laws of physics.

The Middlebury Physics Department recognizes the diverse appeal of physics and provides a major program flexible enough to accommodate not only students with a professional interest in physics but also those planning to enter such fields as medicine, teaching, or business. For the nonscientist the department offers two foundations courses, "The Nature of Things" and "Introduction to the Universe," and a more direct experience in "Electronics for the Intimidated."

Upper level physics courses provide depth in such fundamental areas as classical mechanics, quantum mechanics and electromagnetic theory, in fields of current research such as astrophysics, nuclear and particle physics, plasma physics and in applications including electronics. Senior physics majors apply their knowledge to an experimental or theoretical research project. Recent senior thesis topics have included studies of supernovae using X-ray satellite data, control strategies for solar energy systems, laser holography, biological effects of ultrasound and studies in architectural acoustics.

The department is well equipped and its faculty members are active researchers in a variety of areas, including X-ray astronomy, solar energy, ultrasonics and physics education. Faculty members are readily available to students, and offer them the opportunity to work as undergraduates with professional physicists on problems of current interest.

OTHER ACADEMIC PROGRAMS

In addition to the regular departmental programs and majors there are other academic programs that cross departmental and disciplinary lines. There are also programs which, while not offering majors, nonetheless enhance the opportunities for study at Middlebury. (See pages 100 to 102 for other, off-campus, special programs.)

PROGRAMS WITH MAJORS.

American Civilization

The American Civilization Program has developed a tradition of committed and spirited student majors who undertake to acquire an interdisciplinary knowledge of American experience. Specific courses in literature, history, political science, religion, philosophy, sociology and art lead to intensive junior and senior seminars, and finally to the writing of a senior thesis. The major has proven itself appropriate for a wide variety of academic or professional careers.

Classical Studies

The Classical Studies Program offers a broad, rigorous general education based on the careful study of the fundamental works of Greek and Roman antiquity, in English and in the original languages. These fundamental works cut across our disciplinary boundaries and even challenge the very idea of these boundaries. Courses in Classical Studies aim to cultivate literary taste, historical reflection, and philosophic inquiry, while giving students direct access to the classical authors through intensive study of the Greek and Roman languages. The interdisciplinary nature of the program is reflected in a teaching staff which includes faculty in the departments of Classics, Philosophy, Political Science, English, American Literature, Religion and Art.

East Asian Studies

The term "East Asia" refers to China, Japan and Korea, and this interdisciplinary program's intellectual integrity stems from the fact that all parts of the region have been formed, to one degree or another, under the powerful stimulus of high Chinese culture. The course of study required by this program is grounded in at least three years of Chinese or Japanese language studies and includes courses to be taken in several different departments, ex-

ploring connections among the art and literature, history, intellectual heritage, social organization and cultural values of East Asian peoples.

Environmental Studies

Environmental Studies is an interdisciplinary major with emphasis in any one of the natural sciences plus economics and geography. The program is well suited for students with interests in terrestrial or marine ecology, oceanography, earth science, environmental engineering, physiography, pollution control, wildlife management, urban planning, human ecology or environmental economics. Middlebury's locale affords an opportunity for field work in these areas and each student's program is designed specifically to take full advantage of it.

International Major

The International Major enables a major in an area other than a language or literature to do advanced work in that discipline in a foreign language, including a specified number of courses taken at one of the Middlebury College Schools Abroad or an approved equivalent.

A student choosing the International Major in Economics (French), for example, could do work at the Institut d'Etudes Politiques and the University of Paris, while a student in Art History (Italian) might take courses at the University of Florence. International Majors thus develop, in addition to a general competence in the foreign language, a command of the vocabulary and terminology specific to their area of specialization and a familiarity with the discipline as practiced abroad. See department listings for specific requirements.

The major in **International Politics and Economics** is a variant of the International Major that combines interdisciplinary work in political science and economics at Middlebury with study abroad. This program is particularly well-suited for students interested in international careers in business or government service. The International Politics and Economics major allows exceptions to the normal requirement of the full year of language study abroad, so that majors may attend language schools, such as the Middlebury School in Moscow, where only one term of study is offered.

Literary Studies

The College has unique resources for literary studies. Not only does it have an outstanding English Department, but also a department of American Literature and the strong emphasis on language studies has brought to the college literary scholars in all modern European literatures, as well as in classical and modern Chinese literature. The Literary Studies Program was developed to channel these resources toward a single goal: a major that has the integrity of scholarship founded upon a knowledge of original languages and with a breadth of perspective made possible by combining manifold points of view. The program, through its major, enables students to achieve a broad awareness of major Western and Chinese literature and to master a single body of literature limited to a particular language, period or genre.

Northern Studies

This highly successful interdisciplinary field study and research program combining biology, geology and geography, is a joint venture of Middlebury and the Center for Northern Studies in Wolcott, Vermont. Because the climate and biota at the Center are essentially sub-Arctic, students in the semester-in-residence there gain direct field experience, living and conducting research in a truly northern environment.

PROGRAMS APART FROM THE MAJOR

The Middlebury Language Schools, the Bread Loaf School of English, and the Bread Loaf Writers' Conference offer opportunities to undergraduate students that are unique for a small college.

The Language Schools

Each summer the campus is transformed into a school for intensive study of foreign language and culture: Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish. Courses range from beginning to advanced and graduate level. Many students attend as preparation for one of the schools abroad, to prepare themselves for other foreign programs, such as those in East Asia, or to start earning credits towards a Middlebury advanced degree.

The Bread Loaf School of English

The Bread Loaf School of English conducts a six week session each summer at the campus under Bread Loaf Mountain, and its courses are also open to selected undergraduates who wish to pursue studies of English literature and writing. Students at Bread Loaf may apply a summer's credit to their undergraduate degrees, or may use it as the first summer of graduate study leading to a master's degree in English. Middlebury students may also attend the Bread Loaf in Oxford Program. *(See page 59.)*

The Bread Loaf Writers' Conference

At the Bread Loaf Writers' Conference, the oldest and most famous gathering of its kind in America, undergraduate writers are able to meet in workshops and in individual conferences with members of the teaching staff, which consists of some of the most distinguished writers in the country; here they may become aware of the professional world of writing and writers, of editors and literary agents, and of the mechanics of publication. Although the Writers' Conference is not a degree program and gives no credit,

there are special scholarships available to undergraduates who wish to attend.

The Program in Writing

The ability to express oneself clearly and thoughtfully in writing is integral to a liberal arts education and virtually all departments in the College demand a substantial amount of written work, so that students may have the opportunity to write and to receive criticism from both their teachers and their fellow students. For those interested in creative writing, sequences of courses are offered in poetry, fiction and non-fiction, and eligible majors in English or American Literature may undertake Honors projects in creative writing in their senior year. Students majoring in disciplines outside the Humanities may satisfy the concentration requirement through work in creative writing. In addition to the courses taught during the regular academic year, interested and qualified students may have access to the summer programs offered at the Bread Loaf Writers' Conference and the Bread Loaf School of English. More information is available in the pamphlet entitled "Creative and Expository Writing at Middlebury."

Study Abroad

Roughly four out of every ten Middlebury undergraduates take advantage of the opportunity to study abroad for their junior year; many spend the whole year out of the country, and others simply one semester. Most attend one of the five Middlebury Schools Abroad, in Paris, Florence, Madrid, Mainz or Moscow, while others may be found at other programs or universities in Europe, Africa, Latin America or East Asia. In all cases students wishing to study outside Middlebury are expected to demonstrate the relevance of their study abroad to their academic programs, and to show the importance of such study for their intellectual growth. Those going to countries where English is not the primary language are normally expected to have a command of the appropriate foreign language sufficient to allow them to do work at an advanced level, and summer study at Middlebury may be necessary to achieve that degree of fluency.

Middlebury at Oxford

Middlebury College is fortunate in its ability to offer its undergraduates opportunities to study at Oxford. Each year three sophomores are selected to read in English at St. Hugh's, Worcester, or Lincoln College, and one in Politics, Philosophy and Economics at St. Hugh's College or Worcester, and two in History at Lincoln or Worcester. They will be non-matriculated Oxford students, who undertake a regular program of study, for which they receive a year of Middlebury course credits. Several Middlebury students have received Firsts on their examinations, and one was subsequently awarded a Rhodes Scholarship.

Each year, qualified Middlebury undergraduates majoring in literature may attend the summer program of the Bread Loaf School of English at Lincoln College, where they take a graduate seminar and a tutorial, earning two course credits towards their undergraduate program. They live in Lincoln College, in the center of Oxford, and are thus able to take advantage of the cultural opportunities of Oxford, Stratford and London.

Computer Science

A recent visitor to Middlebury's Computer Center found students and faculty working on a surprising variety of projects on the College's interactive time-sharing system. A freshman was using the computer to help determine the validity of a complex logical argument assigned in her philosophy course. A mathematics senior was putting the finishing touches on his thesis developing new methods to display three-dimensional surfaces on a computer terminal. One faculty member was examining the results of statistical analyses of data on the growth of the American economy. Another faculty member was exploiting the powerful text-editing features of the Middlebury system to prepare the first English translation of a Russian novel. And at the next bank of terminals. . . .

Computers are as ubiquitous at Middlebury as they are in society at large, and the College believes that computer science is both a challenge to and an opportunity for its liberal arts tradition. Classrooms and laboratories are equipped for computer use, and terminals and microcomputers are scattered across the campus. The Mathematics and Computer Science Department offers introductory and intermediate courses in computer science, while many other departments, in the Sciences, the Social Sciences and

the Humanities use the computer in a variety of ways. New and exciting opportunities for the integration of computing into Middlebury's more traditional programs are constantly expanding. Students with a strong interest in computing can combine a Concentration in Computer Science with any of several majors, thus gaining a solid knowledge of computing and its applications. *(See also page 115.)*

Teacher Education

Although Middlebury does not have a major in Teacher Education, our Teacher Education Program has been very successful in preparing men and women for careers in elementary and secondary education. Students participating in this program complete a normal major outside of Teacher Education but complete a series

of courses in Teacher Education that culminates in an extensive teaching practicum in one of the local public schools. Students who complete the Teacher Education Program can be fully certified by the State of Vermont for teaching in most of the states in the United States. *(See page 217.)*

Premedical and other Pre-Professional Programs

Middlebury's strong science programs within the context of the liberal arts are well suited to premedical studies, and particularly to the increasing emphasis placed by health care today on the relationship between the physician and the patient. While premedical studies have never been easy, Middlebury takes great pride in the enviably high rate of acceptances by medical schools of Middlebury graduates in recent years.

The premedical program and several others—such as predental and preveterinary—do, of course, demand that the student take a number of particular courses, though no particular major, as an undergraduate. Middlebury also offers the necessary courses to prepare students for entry into professional schools for the study of law, business, engineering, architecture, forestry, nursing, environmental studies and others. For many of these there are particular courses which, while they may not be required, are strongly advised, and the College has a Pre-Professional Committee which stands ready to counsel aspirants about the courses of study that will best meet their needs. The College also makes efforts to arrange internships to provide early exposure to the professions. Interviews and a careful review of qualifications are used to assist students in preparing their applications for professional schools, and it is expected that preprofessional students will maintain superior academic records to insure that they become strong candidates for admission.

Particularly able students may choose a combined professional school plan which allows them to leave Middlebury at the end of their junior year to begin professional studies. Such plans are available not only in medicine, but also in engineering, business and nursing. These plans make it possible for the student to earn both the Middlebury B.A. and the appropriate degree from the professional school. Faculty members on the Pre-Professional Committee offer special guidance to students pursuing such programs. (For basic requirements see page 100.)

INITIATIVE, INDEPENDENCE AND THE CURRICULUM IN LIBERAL ARTS

The curricular programs set forth above are benchmarks for a liberal education. As departmental majors or special programs, they constitute fruitful and tested ways of developing in an orderly fashion important skills and insights. At each point in the curriculum at Middlebury, there is a recognized way for students with initiative, special talent and a demonstrated ability for independent work to move in their own direction. The following paragraphs give a brief description of these independent study chores in order of increasing scope and complexity:

Foundations Courses and Concentrations

The Middlebury College curriculum is designed to assure that each student's education includes a certain breadth of knowledge. In consultation with an academic advisor, each student plans his or her curriculum so as to provide an introduction to a broad spectrum of ideas.

The College offers a series of foundations courses in the major departmental and program areas of the curriculum. Foundations courses are designed to offer introductions to major historical traditions, great ideas and great works. They will provide the foundations for further learning in the area of the course or in allied areas, and they will be designed to aid students in their choice of a major. Each student takes three of these specially designed one-term courses in three different divisions by the end of the sophomore year.

In planning his or her curriculum each student elects a concentration, in addition to the major. A concentration consists of four or more courses, unified by a general principle. The concentration may be departmental, or governed by an interdisciplinary theme. It involves work outside the major and substantially different from the major. The concentration must be in a division other than that of the major, and it includes courses beyond the introductory level. While departments and divisions regularly specify concentration patterns, students may also seek approval for an original concentration. The student's concentration is submitted for approval by the Curriculum Committee before the end of the sophomore year.

Independence and Course Structure

Students with strong records and particular interest may apply to their departments to substitute an independent project (numbered "500" in the course sequence) for a regular course. Such projects usually culminate in an extensive research paper, a major production, performance or portfolio of poems, paintings or prints.

Independence and the Departmental Major

Most departmental majors have great inner flexibility. There are some highly structured majors in which the nature of the discipline prescribes a necessary sequence of course work. On the other hand, great variety is possible in pan-disciplinary major like Religion. Joint majors and double majors are not difficult to design and have been increasingly elected in recent years. All departmental majors—even the most structured—encourage if they do not insist on independent work in the field during senior year. However, the ways of knowing are not confined to any college's current departmental structures and so Middlebury has an Independent Scholar program for those students whose talents and interests clearly would profit from programs they design themselves.

The College recognizes that a few outstanding students with clearly defined educational goals find that they cannot fulfill them within the framework of normal requirements, and the Independent Scholar Program is designed to meet their needs. Independent Scholars plan their programs with the assistance of their faculty advisors, under the general oversight of the Independent Scholar Committee. Such programs may be broadly transdepartmental or may involve intensive study and advanced research within a single department. Normal restrictions as to numbers of departmental courses are waived with the understanding that the student will fashion a program with appropriate focus, and that work which is accomplished outside the normal curricular structure will be equivalent in level of achievement to that required in the normal A.B. program. An Independent Scholar's studies may include multiple credit independent projects, off-campus study, non-departmental programs, and interdepartmental majors as well as more intensive departmental majors.

Independence and Graduation Requirements

The normal graduation requirement for Middlebury is four years in residence, election of three foundations courses, a concentration, the completion of a departmental major and completion of the Physical Education requirement. Students may design their own course of study under the Independent Scholar program or they may under certain conditions qualify for a Middlebury degree while pursuing graduate or professional studies. Students with excellent records may elect a three year Pre-Professional Program pointing toward medicine, dentistry, law, engineering or business. Students who qualify for admission to any of the appropriate professional schools at the end of their junior year at Middlebury may be permitted to move directly into professional studies and qualify for the Middlebury degree at the end of their first year at the professional school or when the terminal degree is completed. Students interested in the three year plan should contact Dean Moyer in the Science Center.

Phi Beta Kappa and the Liberal Arts Tradition

Phi Beta Kappa was founded in 1776 by five students from the College of William and Mary meeting in the Apollo room of the Raleigh Tavern. It was created as a "philosophical society" devoted to the discussion of political and academic issues. The spirit of the organization is embodied in the phrase *Philosophia biou kubernetes*, let the love of wisdom guide you through life.

Jeremiah Atwater, the first president of the college, brought the tradition of *Phi Beta Kappa* from Yale University to Middlebury. Our chapter is the thirteenth oldest continuously-active chapter in the nation and was one of sixteen which in 1883 formed the national organization, the United Chapters of *Phi Beta Kappa.*

The active members of the chapter, faculty who were initiated into the chapters of their own undergraduate institutions, continue a tradition of celebrating excellence in the liberal arts. The chapter sponsors lectures, inducts new members, and occasionally awards the *Phi Beta Kappa* prize to an exceptional senior whose accomplishments are beyond the normal scope of the curriculum. A small number of seniors are inducted into the chapter in the fall, on the basis of their first three years at Middlebury College. Just before graduation, at a second ceremony, the rest of those to be honored are inducted into the chapter. The invitation to join is a recognition by the faculty in the chapter of outstanding performance in the pursuit of the liberal arts education.

A Sense of Life: Patterns in Time

Four years: Most students take four full years to complete their A.B. degree. There is nothing sacred about this tradition, however, and today it is more and more common to find students who interrupt their educations for a semester or a year, or those, on the other hand, who accelerate their education through summer study at the Middlebury Language Schools and the Bread Loaf School of English. Yet for most the normal pattern of four years, from freshman through senior, remains the ideal way to enjoy the sense of development in one's intellectual and social life, that college can bring.

Students arrive then as freshmen — most in September, but many in February. As freshmen, they must complete a writing requirement, and most of them also begin to experiment with courses that may lead to a choice of major. By the sophomore year a preliminary choice of major has been made. This allows students to make a serious test of their prospective interest while there is still time to consider other options if their first choice proves inappropriate. By having a departmental identification, it is also possible to have a functioning advising system for sophomores. By junior year students will have firmly decided their majors and probably half of their course work will be in that area. In senior year, departments offer some special senior work such as a thesis, seminars or a general examination, which are designed to promote in-depth research and an integration of knowledge.

A single year: 4-1-4 Curriculum

The pattern of a single year at Middlebury consists of a fall term of 12 weeks ending at Christmas vacation, a winter term of 4 weeks in January and a spring term of 12 weeks ending in mid-May. In the fall and spring terms, the normal course load is 4 courses, but students may with permission take 3 or 5 courses in a term. This allows students to vary their academic load in a single term in light of the overall pattern of their educational program. In the winter term, students take one intensive course.

The 4-1-4 pattern has several advantages. It allows the college year to follow the rhythm of the calendar year so that fall term is completed before the Christmas vacation. Rather than let the January period lie fallow either through an extended vacation or a "reading period," the faculty has chosen to use that time for curricular innovation. The winter term opens up teaching possibilities at the College that are simply impossible in any conventional term. The clearest example of a unique possibility that can be realized in winter term is the extended field investigation. When students are involved in four courses simultaneously, they cannot take off for three weeks to study marine, freshwater and terrestrial organisms in Guatemala, see first-hand the relationship of modern Peruvians to their past or take part in the College's internship program by working in the emergency room in a large metropolitan hospital — all projects which have been undertaken during winter term.

In the winter curriculum, faculty are able to try new ventures not easily fit into a fall or spring term. Exotic areas of a discipline, special interests, or unusual methodologies may be the focus of an experimental course. Some recent entries: Town Meeting on Trial, A Conflict Seminar; The Pacific War, 1937-45; Whodunit, The History and Theory of Detective Fiction; Here Comes the Sun, A Study of the Sun's Influence on Mankind; Women and Madness,

An Introduction to Psychocriticism.

In certain disciplines great efficiencies in learning can be accomplished by an intensely concentrated period of study on a single technique, problem or body of material. Several language departments, for instance, have been experimenting with intensive introductions to language in the winter term.

Independent Study in winter term: in addition to the curricular offerings by the faculty, extensive possibilities exist for qualified students to pursue independent projects during the winter term. In addition to the normal independent research project akin to the "500" courses in the regular terms two unique possibilities in winter term are:

Internships: students are permitted to take ungraded internships in various professional areas: law, medicine, architecture, communications, teaching and so on. The internship may be off-campus — some have been as far away as the mayor's office in Bremen or a clinic for autistic children in London — or it may be working in the office of a local attorney or at the University of Vermont Medical School. In all cases, internships involve significant exposure to the essential work of a profession. Mere bystanding or routine clerical work is not sufficient to qualify a position for an internship.

Student-Led Courses: these permit small groups of students to study under the guidance of one of their peers who has exhibited expertise in an area not included in regular semester programs.

A Sense of Life: Improvisation and Theme

Freedom

The most immediate obvious fact of life at most colleges is freedom. Freedom is everywhere in contrast to high school. No proctors record a missed class, no study halls are required, assignments become more substantial and there are long periods when no one is marking and admonishing as students prepare the materials on which they will be evaluated. In short, the responsibility is on the individual student in this freedom from structure to take on the task of his or her education. To the extent that this can be done, Middlebury looks for the student who knows how to superintend freedom. A student with an abundance of natural talent may score well on an aptitude test but be a very poor student because this intelligence is given exercise only in occasional bursts as the mood moves. The Admissions Director was asked one day about a student with lower than average SAT scores. "Well," he said, "That fellow is a cross-country runner and it has been my experience that those guys are awfully dogged when they set out on any task. He'll do o.k." The prediction proved true.

Freedom relative to academic performance is the major public responsibility that every student has to take on, but freedom in the larger life pattern of the College is also a fact which must be accepted responsibly. The College has an immense Handbook full of pages of data, admonitions, procedures, standards and what not, but there are precious few College social rules. The Dean of Students likes to sum it up by saying that the primary College rule is "Be considerate." In general, students manage their own social life. The current nostalgia for the decade of the 50's (or the 20's) has not yet turned anyone's taste back toward the carefully chaperoned dances, or the rule which forbade men to be on the women's side of the campus after 10:00 p.m. Most of the college dormitories are co-educational in some fashion or other: by wing, by floor section

or corridor. The effect of co-educational dormitories on the whole has been salutary. Insofar as living arrangements are a sign of respect for the maturity of the young people who come to the College, they become an instrument in sustaining that maturity. In terms of the Dean's rule of "considerateness," coeducation in general and the current College residential policies appear to be positive factors in encouraging that virtue.

Community

If cross-country racing presents a figure for the diligence which makes talent productive, there is also the "loneliness of the long distance runner" to be reckoned with. Any Dean of Students or counselor will recount that "loneliness" is a primary worry of college students. One suspects that the better the college, the more often the complaint is heard. This is not surprising. Young people who show the kind of intellectual achievement that gains them admission to a very selective college have necessarily spent a lot of

time wrapped up in books, writing poems, laboring over lab reports and the like. A lot of life's satisfactions have been in the world of ideas and imagination and some of this may exact a toll on the easy flow of social life. Middlebury does have its share of loneliness — finally no one but the individual student can master the academic tasks — but there are many factors at the College which run counter to isolation and create community. A few are worth special mention.

The strong point of the large university is the size and variety of its departments and curricular offerings. What is sometimes hard to find, however, is the sense of community between students and faculty. Individual teachers may be as warm and generous and open as possible, but sheer statistics make it impossible for any individual student to have much of a claim on their time. One of the advantages of smallness is that students, during their careers, will see particular faculty members in different courses working with their subjects at different levels. Professors do not exist simply to pump knowledge into the heads of students; because students and faculty members come to know each other, teachers can become living examples of the values of the intellectual life and the disciplines they profess.

The College's situation in the countryside has a strong influence on the development of the community. Its members cannot depend upon the commercial delights of the city, and thus there is a necessary and pleasantly improvisational quality to social life at Middlebury. Established social groups, fraternities, and student activities exist and are open to virtually any student. Many of the Middlebury fraternities admit women and there is an easy passage back and forth between fraternity members and the students "on the hill." The fraternities run an "open rush" which is virtually a self-selection system of affiliation. The fraternity example of openness is matched in all organizations. Anyone who shows even a suggestion of interest in joining up at anything from KDR to a weekend birthday party for the girl down the hall is likely to be swept in and told to provide the potato chips.

Social activity is primarily free floating and small scale. It ranges from intellectual groups to folkdancing, from the serious and sedate, to the noisy and boisterous. The Winter Carnival Ball always attracts a crowd. Big events may be the appearance of Oscar Peterson or a student production of *One Flew Over the Cuckoo's Nest.* Movies are constant fare in Dana Auditorium with two or three showings a night from the Cinema Club, the American

Movie Club or the Student Activities Board and are shown as "tension breakers" during exam time. Middlebury is an outdoors campus and much of the out of classroom life takes place on the Long Trail, on the ski slopes or in white water sport.

Whether students who choose Middlebury are already open and democratic in their tendencies, or whether the College encourages and supports that outlook, the result is a student community with very little stratification. Individualism is respected, and there is little pressure from any dominant group to conform to particular ways and outlooks. Perhaps it is a happy accident that the entire student body moves from dormitory to dormitory almost every year; at all events, this keeps at bay the kind of territorial imperative that would permit a special elect to hold on to the best places. And because living arrangements change each year, students are forced (if they are not already so inclined) to learn to live with and to respect a great variety of their neighbors.

Extracurricular Activities and Student Government

At last count there were 62 student organizations which had formal constitutions approved by student government. These run all the way from special interest groups like the photo club, through the religious groups to the large and traditional college organizations: the newspaper, the year book, the literary magazine, the radio station and the student government.

Of the student activities the newspaper, *The Campus,* probably has the most notoriety since its pungent opinions are often hotly disputed by administrators, faculty and students. The radio station, WRMC, is an educational station which recently increased its power from ten to one hundred watts. The station is probably the activity with the most loyal staff. There is something, evidently, about dominating the air waves for an hour which brings students to work around the clock. The literary magazine, *Frontiers,* has recently branched into photography and the graphic arts and continues to publish poetry and prose from students and faculty. The yearbook, *Kaleidoscope,* is well named since it never seems to appear in the same format twice. A new journal, *Section 8*, is devoted to the visual and performing arts at the college.

The student run Middlebury College Activities Board has the responsibility for initiating, planning and presenting major programs of interest. Visiting lecturers, big-name rock concert groups, folk singers and a host of other social activities are produced and financed by MCAB.

The big social event of the year is, of course, the Middlebury Winter Carnival which features not only outstanding ski events but a round of mid-winter parties, a Carnival Ball, an ice show and nationally known entertainers. The four-day Carnival is believed to be the only remaining student-organized, student-financed Carnival in the East. Homecoming in the fall, and the May Day fes-

tival are other special occasions for celebration and good times.

Student government arrangements at Middlebury are evidently unique. The main body of student government is called the Student Forum. This body is composed of representatives of the advisory councils of the several academic departments. Each academic department has an advisory council of students who assist in curricular planning, make recommendations on appointment and reappointment of faculty and serve as a general instrument of communication between departmental faculty and the students. The student chairpersons of these advisory councils serve *ex officio* on the Student Forum. The advantages of this system are considerable. The student government reflects a broad spectrum of the intellectual interests of the College and, by relating the student government to the College's departmental structure, it has been possible to give the student government some of the stability which it previously lacked. In addition to departmental representatives, about one-third of the Forum is elected at-large. Special elections are held for freshman representatives.

The Student Forum has direct responsibility in the expenditure of the student activities fee which amounts to over $114,000 in aggregate in any year. More importantly, the Forum appoints all the students who serve as voting members on the various faculty and administrative councils of the College, thereby ensuring students a voice in matters of most concern to them.

The major all-college council for student life is the Community Council which is co-chaired by the Vice President of the Student Forum and the Dean of the College. All students who serve on faculty councils attend faculty meetings with the right to speak on issues relating to their committees.

MEMORIAL FIELD HOUSE

Sports: Intercollegiate, Intramural and Individual

When football was only a pleasant if grueling amateur sport enjoyed by collegians on warm fall days, Middlebury teams tied Harvard, beat Army and made headlines. Today, football remains a hard fought intercollegiate sport at Middlebury — it is only the headlines that now have been given over to the professionals and the "major football powers." A crisp Vermont afternoon at Porter Field, with the mountains blue in the background beyond the golden line of autumn trees, is a perfect setting for spectators and participants to keep alive the traditional spirit of collegiate athletics. Middlebury has no athletic scholarships; it does not depend on massive gate receipts to underwrite its intramural program; it is removed from the world of the instant replay and sports whose chief end is public relations. The College's intercollegiate athletic program is based on the belief that people play for the love of the game and for the zest of competition. It searches out excellence in prospective student athletes, and expects them to give of their talents, but continually stresses that this is *collegiate* athletics, a program of sports in harmony with Middlebury's overall educational program.

Middlebury is a member of the New England Small College Athletic Conference (NESCAC), joining Wesleyan, Bates, Colby, Tufts, Williams, Amherst, Bowdoin, Trinity, Hamilton and Connecticut College. NESCAC is, however, a conference with no titles and no champions; its aim is to ensure that collegiate sports remain consistent with the educational philosophies for which these colleges are noted. Yet Middlebury fans have been very pleased in recent years with the excellent records of many of their teams, and football, soccer, hockey, field hockey, lacrosse, tennis, squash and skiing have been especially successful.

Intercollegiate

The men's intercollegiate sports program includes: football, soccer, cross-country, basketball, hockey, skiing, tennis, baseball, golf, track, swimming and lacrosse. The women's intercollegiate program includes: field hockey, soccer, tennis, cross-country, basketball, hockey, squash, swimming, lacrosse, track and skiing.

The College provides its students with their own ski areas — the Middlebury College Snow Bowl and the Carroll & Jane Rikert Ski Touring Center. With an unusual variety of groomed slopes and trails, the Snow Bowl is ideal for novice and expert alike. Four lifts, a double chairlift and three pomalifts serve thirteen trails and slopes, a total of twenty miles of skiing, dropping 1,200 vertical feet. The Carroll & Jane Rikert Ski Touring Center adjacent to the Bread Loaf Mountain campus includes 50 kilometers of carefully maintained trails for cross-country skiing. On the main Middlebury campus, fifteen miles away, the Snow Bowl operates a 3.5 kilometer cross-country trail, the longest lighted course in the country. The College, its racers, and its alumni have been prominent in the world of skiing, and its men's and women's teams have been winners of recent regional and national ski championships.

Physical Education

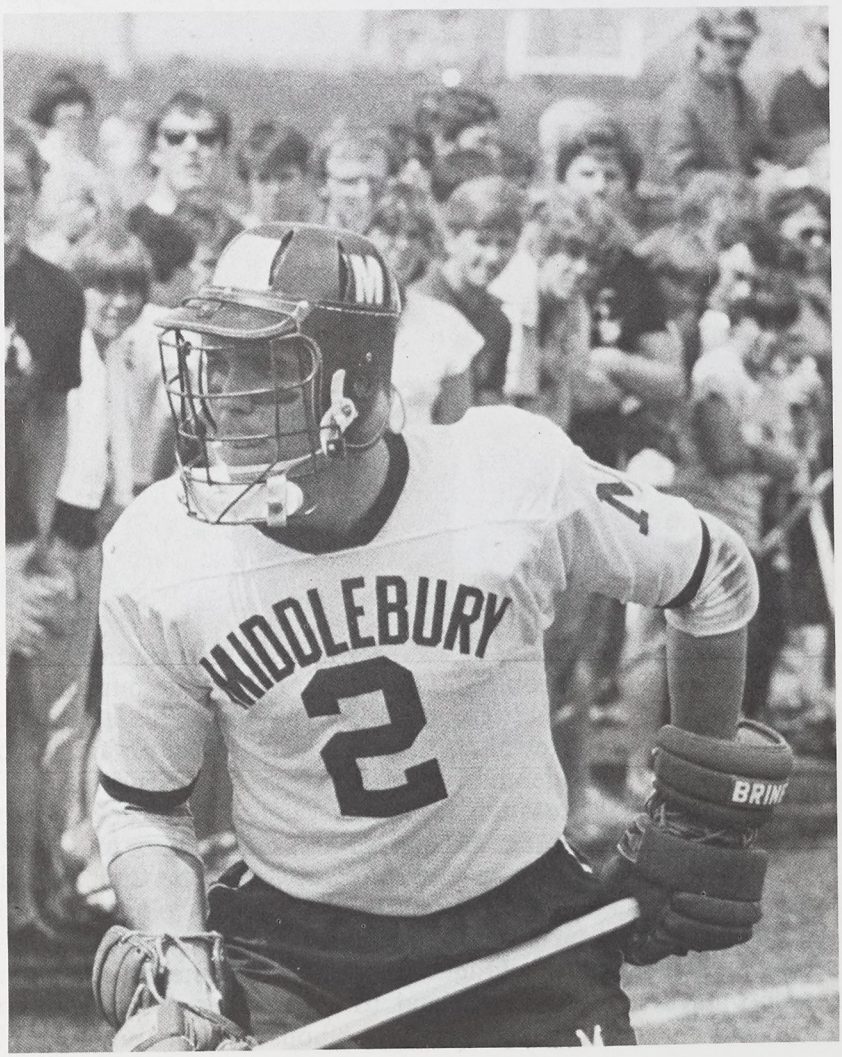
Middlebury has a physical education program that stresses lifetime sports — those sports that can be enjoyed long after one's college days are past. Students are expected to pass a swimming test and to qualify in five seasons of lifetime sports, either through taking a test or by taking a program of instruction. Instruction is available in 28 such sports. Among the lifetime sports offered are dance, golf, karate, swimming, riding, badminton, skating, skiing, squash, touring, scuba diving, archery, cycling, conditioning and platform tennis.

Intramural

Intramural sports play a large role in campus recreation with a varied program of activities to meet the competitive and recreational needs of all students. Competition in the Intramural Sports Program is organized in the form of leagues, tournaments and special meets or events with the participation of both men and women.

Individual

Individual sports and recreation opportunities include a swim in the indoor pool, skating on the artificial ice rink, a round of golf on the College's 18-hole course, a bicycle ride in the country or an overnight hike on the Long Trail. Middlebury's rural setting offers unlimited opportunities in mountaineering, hiking and canoeing — all promoted with enthusiasm by the Mountain Club which provides training and equipment to the adventurous.

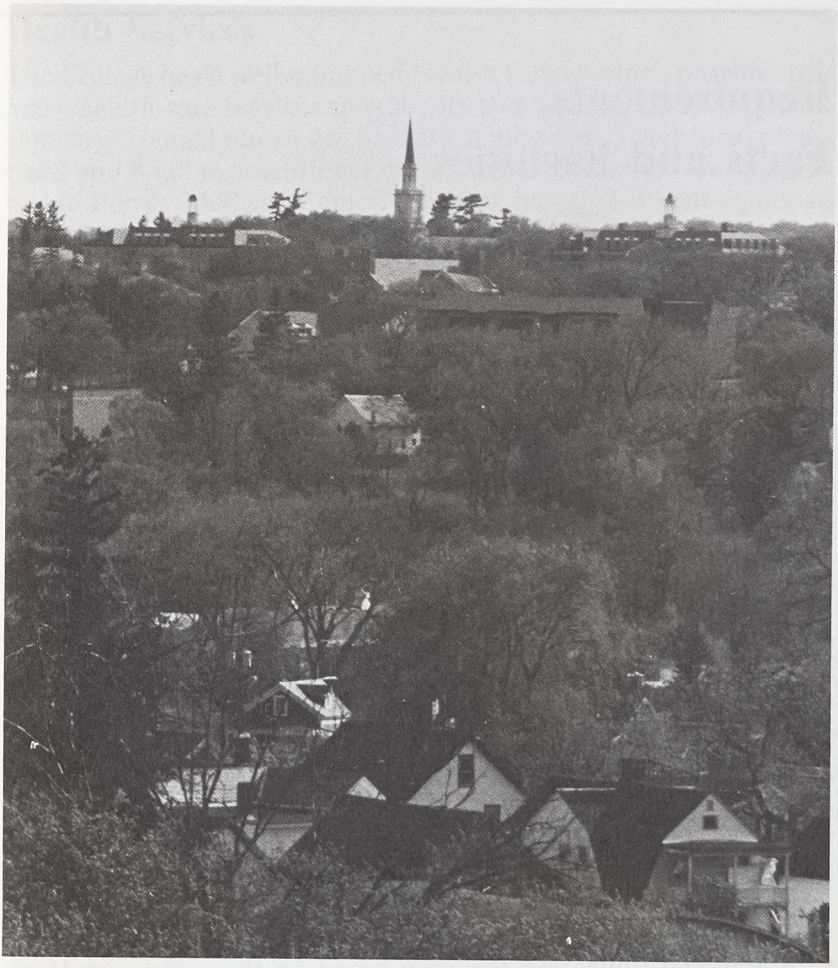


Students in Service to the Community

Students who come to Middlebury from suburbs or large cities will find the service opportunities in the community different from those they may have previously known. Vermont is a rural state with a low population density and the problems of and possibilities for social service reflect that fact. One of the long term programs in which students have been involved is "The Community Friends" program in connection with the Addison County Counseling Service. This program is very similar to the "Big Brother/Big Sister" program now enjoying success nationwide. Some of the difficulties which local children experience stem from the physical isolation of rural farms. Rather than problems of overcrowding which mark so-called urban ghettos, many families in Vermont can virtually drop out of contact with a larger society. A succession of Middlebury students working through the local social service agency have served as out-reach workers for low-income groups in the county.

One of the satisfactions of service work around Middlebury is direct contact with a problem. There are no elaborate bureaucracies or overlapping interest groups to be dealt with. This is true of the political life of the town. An undergraduate ran for political office on a base of considerable service activity in the township. One recent graduate was the Addison County VISTA volunteer responsible for coordinating programs and services for the poor and now serves the area as Chittenden County developer in the Champlain Valley Office of Economic Opportunity. Another graduate was elected to the Vermont House immediately following graduation.

Through the student-designed School Enrichment Program, students have traditionally helped to bring art, crafts, drama, dance and music to the one-room schoolhouses in the rural towns



and villages surrounding Middlebury. Elderly members in the community find support from the students involved in the Friendly Visitors Program. Students also provide valuable service to the community by participating in the Volunteer Income Tax Assistance Program (VITA). Other local organizations offer opportunities for volunteer work in social agencies, political campaigns, environmental programs, the arts, government and other activities which often complement students' academic and career interests. A Middlebury College Coordination Center was organized to coordinate the numerous and varied volunteer services of the College.

Requirements, Facts and Facilities

Graduation Requirements

1. A student must successfully complete 32 regular fall or spring term courses and four winter programs to graduate. A deficit in winter term may be made up with an AP, summer or overload course. Only six courses with D grades may count toward graduation.
2. Students may not elect more than 16 fall or spring term, or more than two winter term courses in the same department.
3. All students must take in the freshman year one of the courses in the writing program.
4. Students must elect one foundations course in three different Divisions of the College: Humanities, Natural Science, Social Science or Foreign Languages.
5. In addition to a departmental major (or its equivalent) students must elect a concentration in their upperclass years. A concentration is a structured program of 4 or more courses.
6. A Physical Education Program based on the options and opportunities indicated in the departmental section of this catalogue is also required.

Motor Vehicles

Qualified students are permitted to have or operate a motor vehicle.

Residence

Middlebury is a residential college and students are expected to live in college residence halls.

Health Services

The College has a well-equipped Health Center which provides primary health care services to students and has a ten bed in-patient capacity. Trained nurses are on duty at all times. Three local physicians and a nurse practitioner are available to students by appointment. Porter Medical Center, close at hand, is a well-equipped facility with professional staff in a variety of specialties. More extensive medical facilities are available in the Medical Center of Vermont in Burlington. The College Counseling Services include two full-time psychological counselors and a part-time psychiatric consultant. The Athletic Training Room in the Field House is supervised by the Director of Sports Medicine, who is a physician, and it includes two athletic trainers and a physical therapist. The health care staff offer a variety of basic health education programs.

Advising

Every freshman is assigned to a member of the faculty or administration who acts as his or her academic advisor throughout the year. Generally, academic advisors have between 6 and 8 students for whom they are responsible. After freshman year students work with a faculty advisor in the department in which they have chosen to major. In addition students may find other readily available services of counseling and advising through the Dean of Students, College Chaplain, Health Services, Career Counseling and Placement, and Student Activities Office.

Religious Services

The Mead Memorial Chapel is the focus of College religious services. The program, conducted by the College Chaplain, is Christian in emphasis and ecumenical in breadth. The Roman Catholic Church is immediately adjacent to the campus and there is a Newman Society on campus. Various Protestant denominations are represented in the town of Middlebury. The Hillel Foundation maintains an active program for Jewish students. As a major campus student organization, Hillel focuses on religious, cultural, political, and ethnic oriented activities. Christian Fellowship, Christian Science, Lutheran, Quaker and Buddhist groups are also active on campus.

Admissions Data

Admissions Requirements

Middlebury receives many more applications from qualified students than can be accepted. Thus, admission to Middlebury must be selective and is based upon academic ability and achievement, community citizenship and leadership, character and personality.

The program and record of each applicant will be assessed individually. A recommended secondary school program would include four years of English; four years of one foreign language (in preference to two years of each of two languages); *four years of mathematics and/or computer*; two or more laboratory sciences; two or more years of history; and some study of music, art or drama. However, many candidates whose programs of study differ from that outlined above are admitted each year; the quality of an applicant's secondary school achievement, especially in the two final years, is the factor of primary importance.

All applicants are required to take the Scholastic Aptitude Test and three Achievement Tests, including one in English. College Board Tests must be completed no later than January of the senior year. The majority of students admitted to Middlebury present scores of about 600 on each section of the Scholastic Aptitude Test and rank in the upper fifth of their classes. Applications are welcomed from students whose rank and test scores are not in this range if they are judged to have a particular contribution to make to the student body.

Health Information

All students must submit completed and signed Health Forms and Entrance Physical Examination Forms before matriculation. The Admissions Office will mail these forms to students after their ac-

ceptance at the College. They are to be returned directly to the Parton Health Center at Middlebury College by July 15.

Advanced Placement

The normal procedure for a student wishing to receive college credit for work done while in secondary school is through the Advanced Placement Program sponsored by the College Entrance Examination Board. Advanced Placement scores of 4 or 5 will usually be awarded credit. College level courses taken as part of a secondary school program are not normally acceptable for transfer. However, a student taking college level courses that are not connected to the secondary school program may apply for transfer credit.

Visiting Students

Middlebury College encourages applications from students at other colleges who wish to study at Middlebury for either the whole year or the spring semester. Admission is contingent upon an applicant's academic record, his/her stated reasons for studying at Middlebury College and space availability. Applications for the full year should be submitted by June 15 and those for the spring semester by December 1. Visiting students are not degree candidates but are entitled to take courses from all departments. For more information consult the Admissions Office.

Annual Expenses for Students

Middlebury College has adopted a comprehensive fee of $12,600 which includes all charges, except sickness insurance and the $60 student activity fee. In addition to the fixed expenses included in the comprehensive fee, students must, of course, be prepared to meet the cost of their books and supplies, clothing and incidental expenses which come to an average of about $960. Travel costs are *not* included in this figure. *(See page 232.)*

Financial Aid

Through a program of grants, loans and jobs the College seeks to provide financial assistance to all students who would otherwise be unable to attend Middlebury. In recent years the College has been able to meet the full need of all students requiring financial assistance. Each year the College makes financial aid awards in light of the provisions outlined on page 234 of this catalog and in the brochure, Financial Aid Guide for Undergraduates. An applicant must file the College Scholarship Service Financial Aid Form (FAF), Side I and Side II, and dependent students must submit a copy of the parents' complete tax return. Our brochure, published each year, presents detailed statistics on students receiving aid at Middlebury as well as the specifics of program regulations and application procedures.

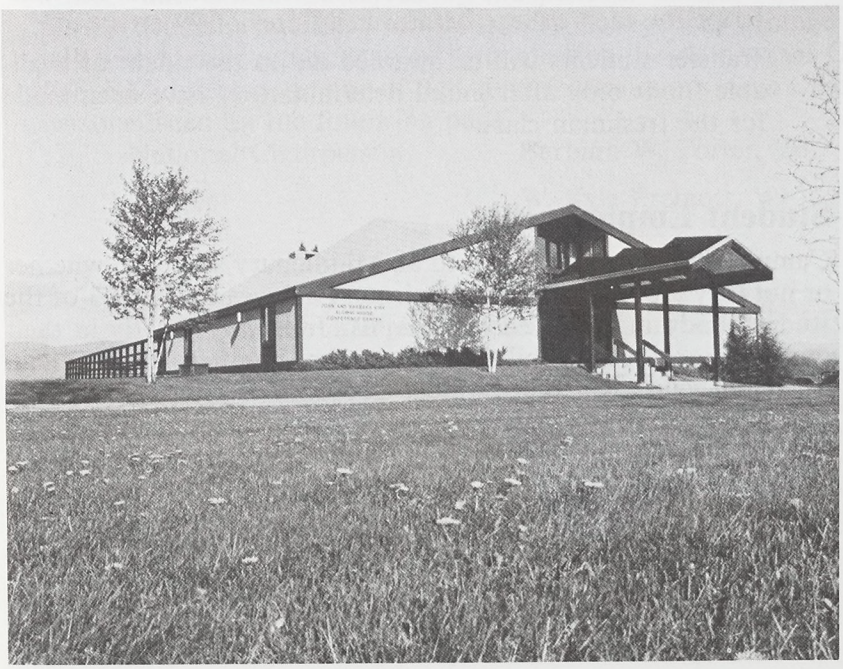
Grants

Awarded on the basis of demonstrated need, grants are derived from College funds, the federal Pell Grant or Supplemental Educational Opportunity Grant (SEOG) programs. Students must apply annually for the Pell Grant and for financial aid, but need not undertake a special application procedure to be considered for spe-

cific College grants or scholarships; the College will designate scholarship recipients on the basis of students' eligibility for a particular fund. In addition to applying for a Pell Grant, students from the states of Connecticut, Maine, Maryland, Massachusetts, Pennsylvania, Rhode Island, Vermont and the District of Columbia must apply to their state agencies to determine their eligibility for state grant assistance. Applications are usually available through high school guidance offices; if you are attending a school in another state, you should contact your State Higher Education Assistance Agency for the appropriate forms.

Loans

Loans are available to eligible students from the following sources: 1) the Federal National Direct Student Loan Program (NDSL); 2) the various State Guaranteed Student Loan Programs (GSL); 3) the parent loan programs of many states (PLUS); 4) the privately sponsored United Student Aid Funds (USAF); 5) a limited amount from the College's own loan funds. Basic information of the eligibility criteria is published in the Financial Aid Guide; further questions should be directed to the Office of Financial Aid.



Early Decision Plan

Candidates who have Middlebury as their first choice of college may ask for an Early Decision on their applications. Early Decision applications must reach Middlebury by November 15. All other forms and credentials (i.e. transcripts, school reports, and recommendations) must be received and interviews must be completed by the November 15 application deadline. Results of the November College Board tests will be acceptable for Early Decision candidates. Further information may be obtained from the Director of Admissions.

Transfer Students

A limited number of students can be accepted into the sophomore and junior classes. Students wishing to transfer to Middlebury should write the Director of Admissions for detailed information and application forms. As a transfer student, you are eligible to apply for financial aid under the same procedures as freshmen, with the following conditions:

- Provide the Office of Financial Aid with a financial aid transcript for each college or university previously attended.
- Transfer students will be awarded aid to the extent of available funds only after initial determinations have been made for the freshman class.

Student Employment

Campus employment is open to all Middlebury students, whether or not they are financial aid recipients. Each year over 70% of the student body is employed on campus. Jobs vary greatly in their qualifications, responsibilities and the time commitment required. The College Student Employment Coordinator provides information about campus employment and current job openings to interested students.

Procedure for Admissions

Inquiries regarding admission should be addressed to the Director of Admissions, The Emma Willard House, Middlebury College, Middlebury, Vermont 05753. (802) 388-3711, Ext. 5153.

Visits to Middlebury

A personal interview, a chance to meet members of the Middlebury staff and see the campus, is always desirable. Applicants are encouraged to visit for this purpose between the end of their junior year and January 31 of their senior year in high school. An appointment with an admissions officer may be arranged by writing or telephoning the Admissions Office as early as possible in advance of the intended visit. During the months of February, March, April and May, the admissions staff is engaged in reviewing completed applications and time required for this process precludes the scheduling of personal interviews. However, guided tours of the campus may be arranged during this period.

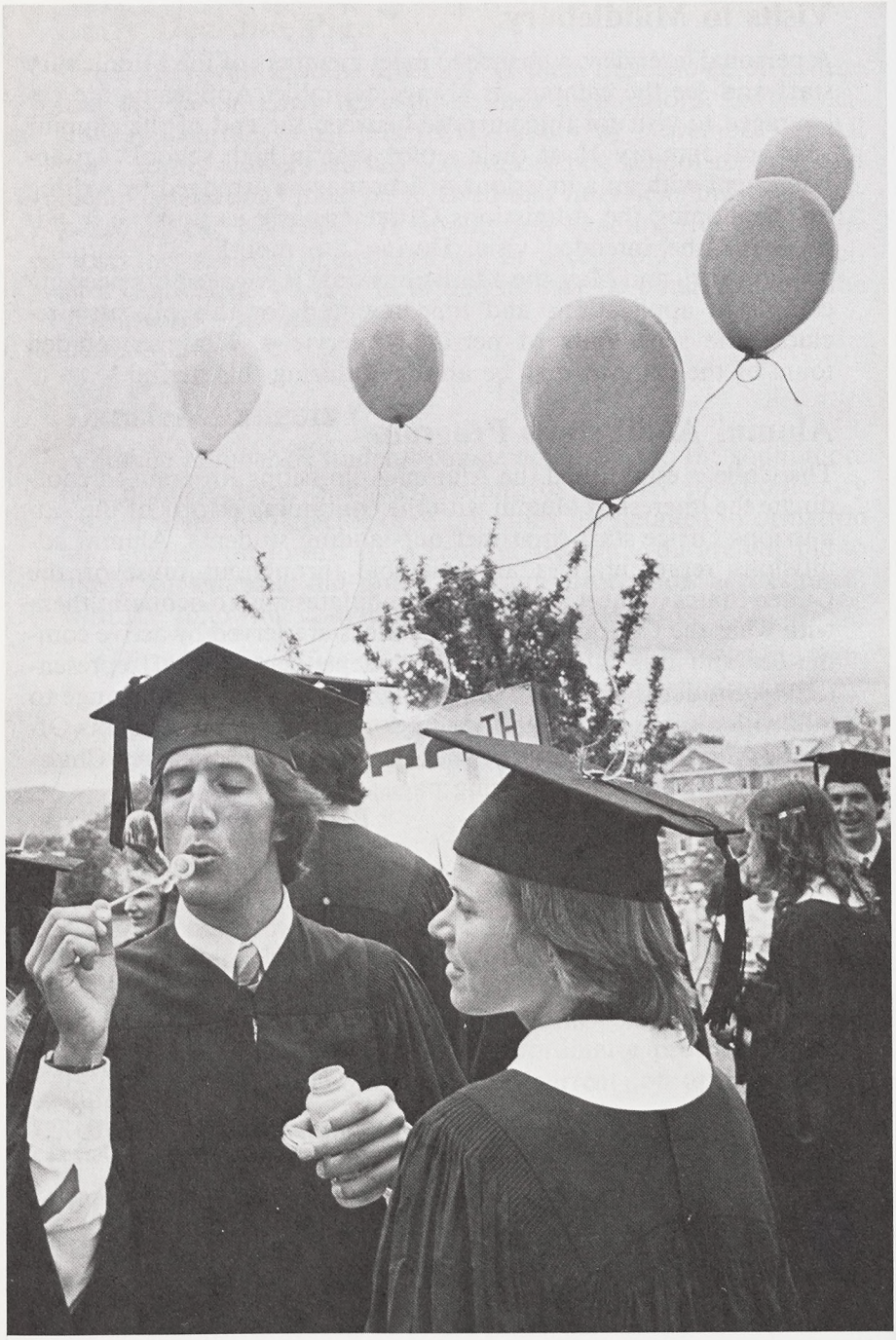
Alumni Admissions Program

The College established the Alumni Admissions Program to coordinate the interest of alumni with the continuing efforts of the Admissions Office staff to attract outstanding students. Alumni admissions representatives are available throughout most of the United States to meet prospective candidates and to acquaint them with what the College offers. Some areas are served by active committees and others are served by independent alumni representatives. Students interested in Middlebury College may arrange to talk with alumni representatives by contacting the Admissions Office at Middlebury, or one of the Alumni Admissions Area Chairpersons listed on the following page.

National Chairperson	Barbara W. Porter, '56
Trustee	W. Kyle Prescott, '49

For an interview or additional information, write:

Director of Admissions
The Emma Willard House
Middlebury College
Middlebury, Vermont 05753
Telephone: (802) 388-3711 Ext. 5153



Alumni Admissions Chairpeople

AZ Phoenix
Mrs. Peter S. Firestone
6035 N. Casa Blanca Rd.,
Scottsdale, AZ 85253

CA Los Angeles
Mr. Michael Sevareid
15419 Greenleaf, Sherman Oaks Station,
Van Nuys, CA 91403

San Diego
Mr. Scott Slater Markus
4939 Pacifica Dr.,
San Diego, CA 92109

San Francisco
Mrs. Selden B. Spangler, Jr.
275 Valley St.,
Los Altos, CA 94022

CO Colo Springs
Mrs. Robert H. Ramsay
15 Broadmoor Ave.,
Colorado Springs, CO 80906

Denver
Mrs. Charles N. Bolton
7109 South Marshall,
Littleton, CO 80123

CT Fairfield County
Mr. & Mrs. George Peck IV
383 Wahackme Rd.,
New Canaan, CT 06840

Hartford
Mr. Peter E. Steinle
21 Rockwell Pl.,
West Hartford, CT 06107

D.C./MD
Baltimore
Mrs. Michael J. Walker
1228 Sparks Rd.,
Sparks, MD 21152

Wash DC/MD
Mrs. Charles A. Wiebe
3901 Cathedral Ave. NW, Apt. 404,
Washington, DC 20016

FL Miami
Dr. Phillip A. Caruso
3050 NE 45th St.,
Fort Lauderdale, FL 33308

Tampa
Mr. Marcelino F. Garcia
2613 N. Dundee St.,
Tampa, FL 33609

IL Chicago
Ms. Nancy Lenz
23 W007 Tamarack Dr.,
Glen Ellyn, IL 60137

LA New Orleans
Mr. Paul M. Batiza
1317 Burdette,
New Orleans, LA 70118

MA Boston
Dr. & Mrs. Thomas J. Lamson
245 Highlands Rd.,
Andover, MA 01810

Mrs. Allan W. Fulkerson
183 Ridgeway Rd.,
Weston, MA 02193

Mr. & Mrs. Sherman B. Russ
521 Main St.,
Hingham, MA 02043

Mrs. Peter S. Howell
22 Arnold Dr.,
Medfield, MA 02052

Western MA
Mr. Rufus P. Cushman III
42 Blokland Dr.,
Longmeadow, MA 01106

Worcester
Mrs. Robin Howe Townsend
St. Mark's School,
Southborough, MA 01772

ME Maine
Mrs. Peter W. Rand
1222 Shore Rd.,
Cape Elizabeth, ME 04107

MN Minn/St. Paul
Mr. Peter H. Hitch
13521 McGinty Rd.,
Minnetonka, MN 55343

MO Kansas City
Ms. Betsey R. Hughes
722 Ward Pkwy., Apt. 204,
Kansas City, MO 64112

St. Louis
Mr. Terence Baer
860 N. McKnight Rd., #1E,
St. Louis, MO 63132

NH New Hampshire
Mrs. Paul Turner
4 Flanders Rd.,
Amherst, NH 03031

NJ Northern NJ
Mr. Roger B. May
16 Little Wolf Rd.,
Summit, NJ 07901

Mr. & Mrs. Peter Zecher
224 Glenwood Rd.,
Ridgewood, NJ 07450

Princeton
Mr. & Mrs. J. Allen Fitzpatrick
P.O. Box 6254,
Lawrenceville, NJ 08648

Rumson-Redbank
Mrs. Richard B. Cook
49 Fair Haven Rd.,
Fair Haven, NJ 07701

NY Albany
Mr. & Mrs. Thomas E. Sheldon
25 Stony Brook Dr., RD #2, Box 237-I,
Rexford, NY 12148

Buffalo
Mr. Charles R. Rice
85 Middlesex Rd.,
Buffalo, NY 14216

New York City
Ms. Mary-Elizabeth Farley
27 Horseshoe Rd.,
Mount Kisco, NY 10549

Rochester
Mrs. David E. Marshall
65 W. Jefferson Rd.,
Pittsford, NY 14534

OH Ohio
Mrs. Michael Dehlendorf
2300 Commonwealth Pk. N,
Columbus, OH 43209

Cleveland
Mrs. Anthony C. Breuer
3315 Greenway Rd.,
Shaker Heights, OH 44122

OR Portland
Mrs. Robert Gray
14520 SW Hawk Ridge Rd.,
Tigard, OR 97223

PA Philadelphia
Mrs. Linda Callahan Henry
319 South Smedley St.,
Philadelphia, PA 19103

Pittsburgh
Mrs. Rodney N. Gartner
117 Beacon Hill Dr.,
Coraopolis, PA 15108

Western Pa
Mrs. Ronald D. Potier
1945 Park Plaza,
Lancaster, PA 17601

RI Providence
Mrs. Charles H. Bodine
c/o St. George's School,
Newport, RI 02840

TX Austin
Mrs. Jose M. Roesset
3506 W. Duval Rd.,
Austin, TX 78759

Dallas
Mrs. Lucy P. C. King
2517 Ivy Brook Ct., #1201
Arlington, TX 76011

Houston
Mr. O. Samuel Morton
12911 Perthshire,
Houston, TX 77024

VA No. Virginia
Mr. Joseph F. Ferguson, Jr.
3815 El Camino Place,
Alexandria, VA 22309

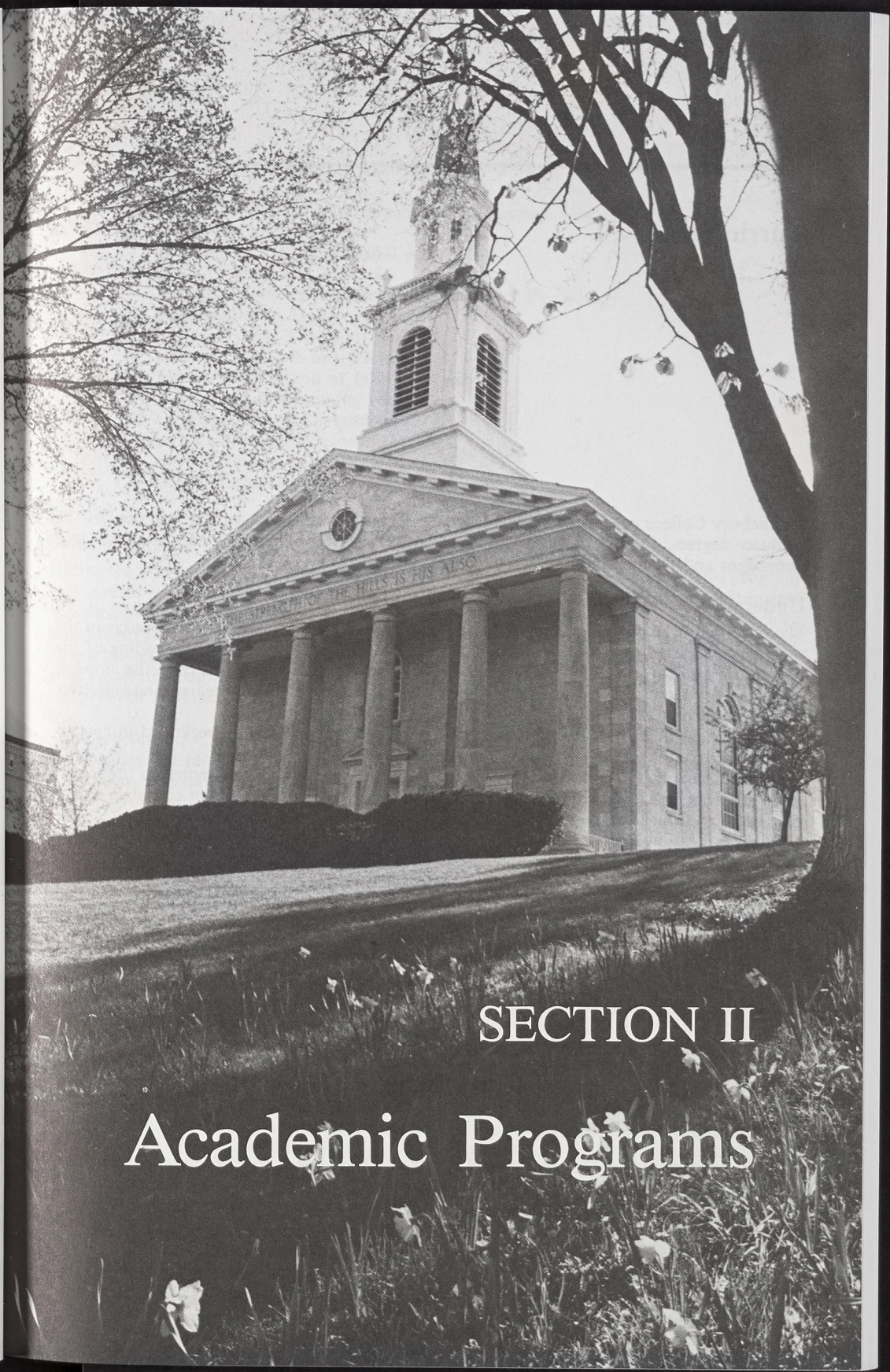
VT Vermont
Mr. Bertram D. Phinney
RD 1, Middlebury East 1A,
Middlebury, VT 05753

WA Seattle
Mr. & Mrs. Nathaniel S. Howe, Jr.
1825 6th Ave. W,
Seattle, WA 98119

CANADA

Montreal
Mr. W. Kyle Prescott
Chateau Bonavista, Apt. 916,
4555 Bonavista Ave.,
Montreal, PQ, H3W 2C7, Canada

Toronto
Mr. David O. Cote
77 Carlton St., #1605,
Toronto, Ontario M5B 2J7 Canada



SECTION II

Academic Programs

Curriculum

Middlebury College confers one undergraduate degree, Bachelor of Arts. It also confers the graduate degrees, Master of Arts, Master of Letters, Master of Science, Master of Modern Languages and Doctor of Modern Languages.

Undergraduate Work

The purpose of the liberal arts curriculum is to give every student a detailed knowledge of the work covered in at least one subject, and to correlate it with a broad understanding of the liberal arts and the liberal sciences. To achieve the scholarship which this objective implies, students work intensively in one or more departments and complete requirements and electives in fields outside of their specialization.

The extent of a student's academic work at Middlebury College is reckoned in courses successfully completed.

The normal program of study is four courses in the fall and spring terms. In the winter term, students select one course for concentrated study. Each student must complete a one-year Physical Education requirement unless excused by the Administration Committee. The Physical Education Program may be completed without charge, although there are fees for certain optional courses (presently for lessons in karate, scuba, riding, skiing, and cross-country skiing). Only students who have demonstrated superior ability in their academic work are permitted to take more than four courses in a term. Independent study in the senior year may count for as many as three course units as the department determines. The course units may be distributed between fall, winter and spring terms.

Entering freshmen select their first term program in consultation with their advisers. Final registration for courses occurs after students have been able to attend briefing sessions on the various departmental offerings and to take appropriate placement tests. The CEEB Advanced Placement tests may qualify a student either for credit or for advanced standing in a course sequence or both. Determination of credit and/or standing is the prerogative of the academic department. In general, scores of 4 or 5 carry credit as well as standing. All students must register for the Freshman Writing Program regardless of prior work or Placement scores.

Quantitative Literacy

All Middlebury students are encouraged to take at least one, and preferable two or more, courses in a quantitative area. A list of quantitative courses follows. The descriptions of these courses will be found among the departmental listings. Foundations courses are identified with an *(asterisk).

***MA 103 Basic Programming**
***MA 105 Finite Mathematics**
MA 106 Statistical Science
MA 112 Calculus

MA 115 Calculus for the Social Sciences
EC 210 Economic Statistics
EC 211 Economic Statistics: Introduction to Regression Analysis
FL 206 Thinking Linguistics
GG 201 Techniques of Environmental Analysis
PY 201 Logic of Statistical Analysis
PY 314 Research Methods in Social and Personality Psychology
***PA 180 Introduction to Modern Logic**
PH 109 Mechanics and Thermodynamics
SA 301 Research Methods in Sociology
PS 200 Theory and Method of Political Analysis
MU 301 Electronic and Computer Music
***CH 103 Fundamentals of Chemistry I**
EC 150 Introduction to Economics: Macro
EC 155 Introduction to Economics: Micro
***GL 170 Global Tectonics**

Winter Term

During the month of January, students elect a single intensive program of study. This program may involve independent projects or a course organized by a member of the faculty. Properly qualified students may participate in Independent Study under the direction of a faculty member, in Internship Programs involving significant exposure to the fundamental work of an established profession, or in Student-Led Groups, which permit qualified students to construct a seminar on a topic approved and supervised by a member of the faculty. With the exception of freshmen, students may pursue independent projects off campus during winter term.

Each fall the Curriculum Committee of the faculty publishes a winter term catalog. A student may not take his freshman and sophomore courses within the same department. A department may not require more than two winter courses as part of its major program. Winter term courses are normally graded on an A to F basis. Internships and Student-Led Groups are graded credit/no credit. Independent Projects are graded pass/fail Honors.

Students involved in foreign language courses numbered 101 (151) and 102 (152) may be required to participate in a continuing program during the winter term. Seasonal options and opportunities in Physical Education continue through the winter term.

Departmental Honors Program

Students may be eligible for departmental honors upon graduation if they meet certain standards established by the College and the individual department. Honors work usually requires a special project such as a thesis.

These Honors are printed on the Commencement program, and will be certified to, when requested, by a written certificate from the Director of Undergraduate Records and the chairman of the department, stating the nature and quality of the work done.

Honor Code

Before enrolling at Middlebury College each student must agree to abide by and uphold the Honor System. This agreement is a condition of matriculation. Under the Honor System all quizzes, pre-announced tests and final examinations are unproctored and at the conclusion of the examination the student writes and signs on the examination booklet the following statement:

"I have neither given nor received aid on this examination."

All violations of the Honor Code come under the jurisdiction of the Judicial Council which is totally student managed. Anyone who observes an infraction should report the offense to the Judicial Council. Any infraction of the Honor System is punishable by dismissal from College.

Scholarship

When students enter Middlebury College, they become members of an academic community that makes its demands and measures its achievements not so much in terms of time as in terms of the task accomplished. Though they are required to register for a certain number of units each term, their commitment to their education will undoubtedly involve many more hours a week in reading, in laboratory work and in preparation for classes than they will spend attending classes.

Grades are recorded A, B, C, D and F. Plus and minus designations are used only with A, B and C. D is a probationary grade which while it records a minimal pass is regarded as unsatisfactory performance. F is a failure.

Ranking System

College Scholar:	3 A's and a B or better
Dean's List:	4 B's or better
Probation:	2 D's
	1 D, 1 F
	D or F in winter term
	For students completing term with 3 units of credit: 1 D or 1 F
Failure:	3 D's
	2 F's
	1 F and 2 D's
	2 D's or 1 F while on probation
	F in winter term while on probation
	3 times on probation
	For students completing term with 3 units of credit: 1 F and 1 D or 2 D's or a second term in succession of probationary standing.
	"First-term freshmen who have two F's and two C's or better or three D's and one C or better at the end of their first term will be continued in college on academic probation. 2 D's and 1 F constitute failure."

Academic Honors

The College recognizes superior academic achievement in the following ways:

Phi Beta Kappa. The Middlebury Chapter of Phi Beta Kappa Society is the Beta of Vermont, established in 1868. Students are elected to Phi Beta Kappa by the faculty members of the chapter on the basis of outstanding academic achievement in all fields of their endeavor. Special consideration is given to the attainment of Honors or High Honors in the major department. Students are eligible for election in the beginning of their senior year on the basis of three years' work at Middlebury, or at the end of their senior year on the basis of four years' work at Middlebury. Students graduating from Middlebury who have transferred from other colleges may be elected on the basis of at least two years at Middlebury.

Departmental Honors Program. Departmental Honors are awarded upon graduation in recognition of superior performance in the student's major field. See description of this program.

Commencement Honors. Commencement honors are awarded for high scholastic rank. Graduation honors are *summa cum laude, magna cum laude* and *cum laude.*

Honorary Appointments The faculty makes honorary Commencement appointments: to the senior attaining highest rank, the appointment of Valedictorian; to the second in rank, the appointment of Salutatorian.

Transfer students are not eligible for these appointments.

Prizes, Scholarships, Fellowships. A number of awards providing honorary or financial recognition of academic achievement have been established. Some of these awards are granted during the student's undergraduate career. Others provide assistance for graduate work. A complete listing of Scholarships, Prizes and Awards is found on following pages.

Course Offerings

NORMAL PROGRAM

The normal academic year consists of four courses in each of the fall and spring terms, and one winter term program. Required Physical Education classes are carried as electives without credit as a course unit. The Physical Education Program may be completed without extra charge although there are fees for certain courses (presently for lessons in karate, scuba, riding, skiing and cross-country skiing) which are optional to the student. Only seniors or students who have demonstrated superior ability in their academic work are permitted to take more than four courses in a term. Underclassmen who wish to take more than four courses in a fall or spring term must obtain permission from the Dean of Students.

FRESHMAN PROGRAM

All freshmen must take one of the courses in the writing program described on page 123 of this catalog. The successful completion of one of these courses is a graduation requirement. Students should begin work on their Physical Education Program during the freshman year. Normally, only those courses numbered from 100 to 190 are open to freshmen. Freshmen enrolled in a course within a department, however, may be assigned to a more advanced course by that department upon demonstration of special proficiency. Freshmen may not elect more than one course in a subject in any one term. (AL 103 and courses in EL Freshman Writing Program may not be taken simultaneously.)

MAJOR PROGRAM, CONCENTRATION AND FOUNDATIONS COURSES

To obtain a Middlebury College undergraduate degree each student must complete a major, a concentration and a foundations course in each of three divisions.

MAJOR

Students must choose a major at the end of the freshman year.

In registering for the major program the student normally consults the chairman of his or her chosen department. The chairman appoints a departmental adviser who recommends a pattern of courses for the student's subsequent years.

In addition to specific courses required for a major, cognate courses may be recommended to further the student's particular academic interests or intentions. Departments offer different programs of Senior Work adjusted both to the nature of the field and to the student's needs. A department may offer as many as three units of Senior Work outside the regular course pattern. This Senior Work may consist of Independent Study (a 700 course) and/or General Examination (a 705 course), Senior Seminar (a 704 course) or Senior Course (a 710 course). Students should consult the descriptions of the Senior Work under each department for details. The Senior Work courses may be distributed over fall, winter, and spring terms. Where a joint major involving two or more departments is desirable a single General Examination may be required. Details should be worked out with department chairmen involved.

Should students not be satisfied with their first choice of major they may, before the beginning of the third year, change to another major. Prior to the change, however, they should

obtain assurance from the department to which the change is contemplated that they will be able to meet its major requirements. To complete a change in major, a "Major/Advisor Change Form" must be obtained at the Dean of Students' Office, completed, and returned to that office. After the beginning of the third year students may change majors only for exceptional reasons and with the consent of the Dean of Students.

Specific course requirements for each major are listed under the department involved. A minimum of 10 courses must be completed in the major. The official majors offered at Middlebury College are:

American Literature
American Civilization
Art
Biology
Biology-Chemistry (Joint Major)
Chemistry
Chinese
Classics
Classical Studies
East Asian Studies
Economics
English
Environmental Studies (Biology)
Environmental Studies (Chemistry)
Environmental Studies (Economics)
Environmental Studies (Geography)
Environmental Studies (Geology)
Environmental Studies (Physics)
French
Geography
Geology
German
History
International Politics and Economics
Italian
Literary Studies
Mathematics
Music
Northern Studies
Philosophy
Physics
Political Science
Psychology
Religion
Russian
Sociology-Anthropology
Spanish
Theatre, Dance and Film

Joint Major: The Biology-Chemistry major (listed above) is a joint major. Other joint majors are programs that combine portions of two of the disciplines in the above list, arranged on an individual basis with the cooperation and approval of the departments concerned. These joint majors are official only after the required program is approved by an adviser from each department, and is on file in writing with the Dean of Students detailing how the minimum combined total of 14 courses will be met.

Double Major: A program in which the student fulfills the complete major requirements of two departments. An adviser from each department is required.

International Major: The International major consists of a major in a non-language and non-literature discipline, and includes a specified number of advanced courses in that discipline taken at one of the Middlebury College Schools Abroad or an approved equivalent. It satisfies the major-and-concentration requirement.

Concentration

A concentration consists of four or more cognate courses based on a central theme. It may be departmental, or governed by an interdisciplinary theme (e.g., Asian Studies, Forms of Romanticism, Philosophy of Science).

Each student chooses or designs a concentration consisting of courses from outside of the major division. A list of suggested concentrations designed by faculty precedes the listing of course offerings. Normally a concentration includes several courses beyond the introductory level. Students' concentrations must be chosen before the end of their sophomore year.

Foundations Courses

In addition to the major and the concentration each student must pass a foundations course in three of the four academic divisions (Humanities, Foreign Languages, Social Sciences, Nat-

ural Sciences) by the end of the sophomore year. These courses offer introductions to major historical tradition, great ideas and great works, providing foundations for further learning. A list of approved foundations courses precedes the listing of concentrations.

DEGREE REQUIREMENTS

Details on official policies regarding degree requirements, departmental programs, grading, etc., may be found in the latest Middlebury College Handbook.

In addition to the freshman, major, concentration, and foundations course requirements, certain additional requirements must be met before the Middlebury College degree is awarded.

1. To be eligible for a degree a student must successfully complete 32 fall and spring term courses or their equivalent, and 4 winter courses or their equivalent. Normally no more than 16 fall and spring courses may be in the same department. A minimum of 10 courses must be completed in the major. Not more than 6 courses with a D grade may be applied to the degree requirement.
2. The last academic year of undergraduate work must be spent in residence in Middlebury, Vt., except as provided in approved combined plans with engineering and professional schools, and except for certain students in the Northern Studies Program.
3. All students must complete a Physical Education Program based on the options and opportunities indicated in the departmental section of this course catalog.
4. Transfer students are required to fulfill Middlebury degree requirements and to complete successfully 18 courses at Middlebury, one of which must be a winter term course.

SPECIAL PROGRAMS

Premedical, Predental and Preveterinary Programs. No specific major is required of students wishing to prepare for medical professions, but generally medical, dental, and veterinary schools require two terms of biology, with labs; four terms of chemistry (including two terms of organic chemistry), with labs; two terms of physics, with labs; usually two terms of calculus; and, in a number of cases, two terms of English. Interested students should begin as freshmen to take biology, chemistry and mathematics consistent with their backgrounds and abilities. All requirements must be completed by the end of the junior year, so students are best prepared to take admissions tests and meet the requirements of most schools. Interested students should be in touch with Dean Moyer in the Science Center soon after their arrival at Middlebury.

Early Assurance Premedical Program. Working in cooperation with a small group of medical schools, Middlebury is able to offer to a very limited number of exceptionally well qualified students the opportunity for acceptance by a predetermined medical school at the end of his or her sophomore year. Candidates for Early Assurance should be absolutely sure that they want to pursue a career in medicine, should be sure of the medical school they wish to attend, and must demonstrate clearly how such a program will benefit them in a significant way. They should be active and productive in extra-academic endeavors, and their academic performance should be outstanding. Those who are selected as Early Assurance candidates will complete their Middlebury B.A. in normal course prior to entering medical school, and, of course, will be expected to maintain high academic standards throughout their Middlebury tenure. For details, contact Dean Moyer in the Science Center as early as possible.

Other Preprofessional Programs. Students may engage in other four-year preprofessional programs that prepare them for studies in law, business-management, engineering, nursing, architecture and other disciplines. These students should register with Dean Moyer in the Science Center as early as possible, and should periodically check their programs with him and/or with special advisers in the following fields: Law: Professor Murray Dry; Business-Management: Professor D. K. Smith; Architecture: Professor Glenn Andres.

Dual Degree Programs. There are two ways to combine three years of study at Middlebury with further study at a professional school and qualify for both the Middlebury degree

and the professional degree. These programs are possible with schools of medicine, dentistry, veterinary medicine, law, business-management, engineering, and nursing. With advanced degree professional programs (eg. medicine, dentistry, veterinary medicine, law, business-management), if the student meets specific requirements at Middlebury, he or she is eligible for the Middlebury B.A. upon successful completion of the first year of study at the professional school. In programs in which the candidate earns a Bachelor's level degree in the professional discipline (eg. engineering, nursing) the student is eligible for the Middlebury B.A. when the professional school degree has been granted. In any case, the recommendation of the Preprofessional Committee to grant the Middlebury B.A. must be approved by the Administration Committee, the Faculty, and the Trustees before the degree is granted. The two types of programs are outlined below, and those interested should register with Dean Moyer, Science Center 113, and should consult with him concerning details of the plans.

1. Formal Plans: Formal agreements for dual degree combined plans are in effect with a limited number of schools of business-management, engineering and nursing. Candidates for these programs must complete three years of undergraduate study at Middlebury, and must be screened early in the junior year by the Preprofessional Committee of Middlebury College. In the case of engineering and nursing, endorsement by this committee normally leads to automatic admission of the candidate to the professional school. Schools of business-management normally serve as their own admitting agents, but require the recommendation of the Preprofessional Committee.
2. Student Initiated Plans: It is possible for a well qualified student to make arrangements to transfer after his or her third year at Middlebury to a certified school of law, medicine, dentistry, veterinary medicine, engineering, nursing or school of business-management and become eligible for the Middlebury B.A. In these programs it is the responsibility of the candidate to make all of the necessary arrangements for transfer, and he or she must gain acceptance by the professional school. The Preprofessional Committee will screen all such candidates and shall be responsible for verifying whether or not the professional program is fully accredited, and for determining whether or not all Middlebury requirements have been met. On the basis of this appraisal the committee will recommend or not recommend the candidate for admission to the professional school and for the Middlebury degree. Recommendation by the committee does *not* guarantee admission to the professional school.

Exchange Programs. Middlebury maintains exchange programs with several colleges including Berea College during winter term and Swarthmore College during fall and spring terms. One-to-one exchanges may be arranged with other colleges during the winter term as authorized by the Dean of Students.

Independent Scholar Program. The purpose of this program is to allow the student of demonstrated motivation and ability to define individual educational goals and assume personal responsibility for attaining them independent of the College's normal curricular requirements. It is the normal expectation that students will apply for Independent Scholar status in the sophomore or junior year. Students interested should consult the chairman of the Independent Scholar Committee.

International Major. The International Major is a major in a non-language or non-literature discipline, and includes a specified number of advanced courses in the discipline taken at one of the Middlebury College Schools Abroad or an approved equivalent. The International Major satisfies the major-and-concentration requirement.

Institute for Architecture and Urban Studies. Up to four Middlebury students a year may take advantage of a two-term program of urban planning, introductory structures, architectural design and architectural planning at the Institute for Architecture and Urban Studies in New York City. Professor Andres in the Art Department will provide interested students with further information on the program. Financial aid is available for this program.

Junior Year Abroad. Interested students should discuss their plans early with their faculty advisers and Dean Lindholm.

Lincoln, St. Hugh's and Worcester Colleges, Oxford. Juniors majoring in English, his-

tory or in a social science and wishing to study philosophy, politics and economics may be accepted for a one-year program of study or a non-matriculated study at Lincoln, St. Hugh's or Worcester Colleges, Oxford. Interested students should be in touch with Dr. Cubeta. Financial aid is available for this program.

Washington Semester Program. Selected students each year spend one term in the national Washington Semester Program administered by American University. Interested students should contact Professor Paul Nelson, Political Science Department. Financial aid is available for this program.

Williams College-Mystic Seaport Program in American Maritime Studies. As many as six Middlebury students a year may spend a semester studying man's relationship with the sea at the nation's leading maritime museum. Interested students should be in touch with the Dean of Students' office. Financial aid is available for this program.

American Civilization. Programs are offered to provide students the opportunity to work in related aspects of American culture. The departments which serve as core departments for these programs are: Political Science, Sociology-Anthropology, American Literature and Civilization, and History. For a complete description of this program see the Program in American Civilization in the course section of this catalog.

Classical Studies. This interdisciplinary program offers a broad, rigorous general education based on the careful study of fundamental classical works. For a complete description, see Classical Studies in the course section of this catalog.

East Asian Studies. Interdisciplinary in nature, this program focuses on the exploration of connections among art and literature, history, intellectual heritage, social organization and cultural values of the East Asian peoples. For a complete program description, see East Asian Studies in the course section of this catalog.

Environmental Studies. Middlebury offers an interdisciplinary major in Environmental Studies, with fields of emphasis in ecology, environmental chemistry, environmental geology, human ecology, environmental physics, and environmental economics. Interested students should consult Professor H. E. Woodin, Coordinator of Environmental Studies, about specific course requirements. This program is best started in the freshman year.

International Politics and Economics. This major has three components: (1) a set of political science courses, with cognates in history and geography, (2) a set of economics courses, and (3) a term or year spent abroad at a Middlebury College language school or with those such as the Chinese program in Taipei. For a complete description, See International Politics and Economics in the course section of this catalog.

Literary Studies. This program draws upon the resources of individual language and literature departments, enabling students both to achieve a broad awareness of major Western and Chinese literatures and to master a single body of literature limited to a particular language, period or genre. For a complete description of the program, see Literary Studies in the course section of this catalog.

Northern Studies. The goal of this program is to provide students with a strong multidisciplinary course of study in the rapidly developing field of Northern Studies. For a complete description of the program, see Northern Studies in the course section of this catalog.

Teacher Education. Middlebury offers an interdisciplinary program of courses to prepare interested students to teach elementary or secondary school by introducing them to the appropriate areas of scholarship in history, philosophy, psychology, and sociology in addition to courses offered in Teacher Education. For a complete description of this program, see Teacher Education course listings.

FOUNDATIONS COURSES

Each student must pass at least one foundations course in each of three divisions before the end of his or her sophomore year. (Students may take more courses which are designated as foundations courses.) A list of foundations courses arranged by division follows. The descrip-

tions of these courses will be found among the departmental listings where foundations courses are identified with an *(asterisk). Bracketed courses will not be offered in 1984–85.

Foreign Languages Division

CL 121 The Classical Tradition of the Liberal Arts and Sciences. Spring.
CL 150 The Ancient Epic. Fall.
CL 152 Greek Tragedy. Spring.
CL 216 History of Greece. Fall.
FL 201 Introduction to Linguistics. Fall.
FL 206 Thinking Linguistics. Fall.
FL 239 Structuring the Chaos. Spring.
[#FL 252 The Art of Cinema]
[FL 266 Versions of the Foreign]
[FR 115 Realism: French Fiction from Stendhal to Proust]
RU 151 Russian Literature's Golden Age (1830-1880). Fall.
RU 152 Revolutionary Literature in a Revolutionary Society: Russian Modernism (1880-Present). Spring.
[SI 231 Captains, Kings and Caudillos]
SI 290 Dante: The Divine Comedy (in English). Spring.
SI 294 The Italian Renaissance (in English). Fall.

Humanities Division

AR 101 An Introduction to Art and Art History. Fall.
[EL 110 Continental Fiction]
[EL 111 European Drama: Renaissance to Modern]
[EL 112 Mythologies Timeless and Timely, Traditional and Contemporary]
EL/AL 113 Visions of Nature. Fall.
MU 101 Introduction to Musical Styles. Spring.
MU 105 Perspectives of Music. Spring.
MU 109 Rudiments of Music. Fall.
PA 150 Introduction to Philosophy. Fall, Spring.
[PA 170 The Way to Reason]
PA 180 Introduction to Modern Logic. Spring.
[PA 190 Ethics and the Environment]
PA 201 Ancient and Medieval Philosophy. Fall.
PA 202 Modern Philosophy from Descartes to Peirce. Spring.
RE 105 Introduction to the English Bible. Spring.
RE 115 Introduction to Eastern Religious Thought. Fall.
RE 120 Introduction to the Jewish, Christian and Islamic Traditions. Spring.
RE 200 Foundations of Western Religious Life and Thought. Spring.
RE 220 The Shaping of American Religious Life. Fall.
TH 116 The Creative Process: Theater, Dance, Film. Fall, Spring.
#TH 117 Film Form and Film Sense. Fall, Spring.

Natural Sciences Division

[BI 100 Evolution by Natural Selection: Historical Development and Current Status of an Idea]
BI 125 Introduction to Biological Principles. Fall.
CH 103 Fundamentals of Chemistry I. Fall, Spring.
CH 105 (Same as CH 103, without lab)
[CH 110 Chemistry — The Formative Years: 1800-1915]
GL 170 Global Tectonics. Fall, Spring.
MA 103 Introduction to Computers. Fall, Spring.
MA 105 Finite Mathematics: Probability, Statistics and Matrices. Fall.
MA 106 Introduction to Statistical Science. Spring.

[MA 107 Foundations of Mathematics]
[MA 227 Set Theory]
PH 101 The Nature of Things: Physical Reality and Human Thought. Spring.
PH 155 Introduction to the Universe. Fall.

Social Sciences Division

GG 100 Geography: A Modern Synthesis. Fall, Spring.
HI 103 Turning Points in Early Modern History. Fall.
HI 104 Modern Revolutions. Spring.
PS 101 Introduction to Political Science. Fall.
PS 107 Politics and the Studies of Politics. Spring.
SA 105 Social Man and Social Order: Issues in Freedom and Constraint. Fall, Spring.
SA 191 Introduction to Women in Social Thought. Fall.

#No student may take both FL 252 and TH 117 for Foundations Course credit.

CONCENTRATIONS

The following is a list of concentrations proposed by the faculty. A concentration consists of four or more courses governed by a general principle. Each student who satisfies graduation requirements in part by taking a concentration, chooses or designs a concentration which involves work in a division other than that of his or her major. The student's concentration must be approved by the Curriculum Committee before the end of his or her sophomore year. Any concentration on the following list will be considered approved if it includes at least three courses outside the division of the student's major and if it has been approved as an appropriate concentration for a student by his or her academic adviser. In addition a student may propose a concentration of his or her own design, which will be considered individually for approval by the Curriculum Committee if it has been approved by the chairman of the department of concentration and the student's academic adviser.

Interdisciplinary and Interdepartmental

CN 001 American Religious History

1. HI 203-HI 204 United States History
2. RE 306 The Puritan Tradition in America
3. RE 308 Seminar in American Religious History
4.*RE 220 The Shaping of American Religious Life

CN 002B Applied Mathematics in Biology

1.*MA 105 Finite Mathematics
2. MA 112 Mathematical Analysis I
3.*BI 125 Introduction to Biological Principles
4. BI 225 Human Genetics

CN 003 Applied Mathematics in Physics

1. MA 112 Mathematical Analysis I
2. MA 113 Mathematical Analysis II
3. PH 109 Mechanics and Thermodynamics
4. PH 110 Electricity and Magnetism
5.*PH 155 An Introduction to the Universe *or*
PH 266 Contemporary Astronomy and Astrophysics

CN 004B Asian Studies

Any four courses (only one of which may be in the same division as your major) from the master list of courses in the East Asian Studies Program (see page 146), concentrating either on

1) a particular country (e.g., China), or 2) a particular issue (e.g., social structure and social change in Asia). Please discuss with your major adviser.

CN 005A Basic Neurosciences

1. PY 301 Physiological Psychology
2. BI 220 Comparative Chordate Morphology
3. BI 320 Comparative Animal Physiology
4. BI 350 Cellular Biology

CN 114A The Classical Heritage: Philosophy and Religion

1. PA 201 Ancient and Medieval Philosophy
2. PS 317 Classical Political Philosophy
3. *RE 110 Introduction to Western Religious Life and Thought
4. CL 136 The Classical Heritage: Literature and History

Or any four of the following:

*CL 150 Ancient Epic
CL 152 Greek Tragedy *or* EL 227 Greek Comedy
[CL 216 History of Greece]
AR 311 Ancient Art
[AR 312 Roman Art]

CN 012C Cultures in Transition

1. HI 225 The Foundations of Modern Africa
2. HI 226 Modern Africa
3. SA 326 Latin American Society and Culture
4. PY 411 Contemporary Issues in Psychology
5. GG 352 The Geography of Development

CN 014B Early Church History to the Reformation

1. HI [341 The Civilization of the Dark Ages]
2. HI [342 The Medieval Outlook]
3. HI 343 Europe in the Renaissance
4. HI 344 The Reformation

CN 015 Econometrics

1. *MA 105 Finite Mathematics
2. MA 112 Mathematical Analysis I
3. EC 210 Economic Statistics
4. EC 410 Econometrics

CN 016A Environmental Science

1. NS 150 Environmental Science
2. GL 112 Environmental Geology
3. BI 190 General Ecology
4. GG 354 Weather and Climate
5. EC 365 Environmental Economics

CN 017 Foundations of Mathematics

1. [*MA 107 Foundations of Mathematics]
2. MA 112 Mathematical Analysis I
3. MA 113 Mathematical Analysis II
4. [PA 236 Philosophy of Mathematics]
5. [PA 280 Intermediate Logic]

CN 018C Imperialism

1. HI 424 Writing and Research, Imperialism
2. HI 226 Modern Africa

3. PS 318 Political Philosophy
4. [PS 220 Asian Politics] *or*
[PS 404 The Global Political Economy]

CN 020A Mathematics, Economics and Models

1. MA 112 Mathematical Analysis I
2. MA 115 Calculus for the Social Sciences *or*
MA 113 Mathematical Analysis II taken in fall, 1984 or thereafter.
3. EC 155 Introductory Economics (Micro)
4. [MA 315 Mathematical Models in the Social Life and Management Sciences] *or*
[MA 318 Selected Topics in Operations Research]
5. EC 355 Microeconomic Theory

CN 021A Personality and Its Determinants

1. [SA 351 Psychological Anthropology]
2. SA 352 Social Psychology
3. PY 204 Personality Psychology
4. PY 225 Child Psychology

CN 022 Quantum Revolution in Physics and Chemistry

1. CH 103 Fundamentals of Chemistry
2. PH 109 Mechanics and Thermodynamics
3. MA 112 Mathematical Analysis I
4. MA 200 Linear Algebra
5. CH 452 Physical Chemistry III

CN 024A Renaissance Culture

1. EL 303 English Literature of the 16th Century
2. HI 343 Europe in the Renaissance
3. AR 201 Art of the Italian Renaissance
4. EL 321 Shakespeare *or*
EL/TH 225 Shakespeare's Comedies
EL 224 Medieval and Renaissance Drama

CN 027B The Soviet World

Any four of the following:
HI [347 Russian History to the Great Reforms]
HI 348 Russian History from the Great Reforms to the Present
PS 227 Soviet Politics
PS 328 Comparative Communism
PS 408 United States/Soviet Union Relations
*RU 151 Russian Literature's Golden Age (1830-1880)
*RU 152 Russian Modernism

CN 028C Third World Studies

1. HI 226 Modern Africa
2. [PS 220 Asian Politics]
3. [PS 404 The Global Political Economy]
4. HI 338 Modern Middle East History
5. GG 330 South and East Asia

CN 110A International Politics in an Historical Perspective

1-2. *Any two of the following:*
[HI 215 History of Modern Europe (1815-1900)]
[HI 216 History of Modern Europe (1900-1968)]
HI 346 History of France (1750-1940)
HI 354 British History (1815-1979)
3. PS 201 International Politics

4. PS 408 Seminar on United States-Soviet Relations *or*
PS 412 Seminar on Diplomacy

CN 111A Society and Culture in Modern Europe

Any four of the following:

AR 305 Painting and Sculpture of Nineteenth Century Europe
[*EL 110 Continental Fiction]
[HI 215 History of Modern Europe (1815-1900)]
[HI 216 History of Modern Europe (1900-1968)]
HI 403 Themes in Modern European History *or*
HI 413 Topics in Modern European History

CN 155 Humanities and the Environment

1. [AR 314 America: The Visual Environment]
2. *EL/AL 113 Visions of Nature
3. PA 190 Ethics and the Environment

4-5. *Two of the following:*

AL 202 American Literature 1830-1865
CS 225 Classical Chinese Poetry in Translation
EL 213 English Romanticism
[RE 312 Buddhist and Christian Enlightenment]

Divisional

FOREIGN LANGUAGES

CN 158 Linguistics

Any two or three of the following:

FL 201 Introduction to Linguistics *and/or*
FL 206 Thinking Linguistics
FL 212 Psycholinguistics

plus any one or two of the courses listed below, to make up a total of four courses:

FL 211 Sociolinguistics
FL 215 Historical Linguistics
FL 225 Sound Patterns of Language
FL 301 Romance Linguistics
FL 500 Independent Study in Linguistics
PA 354 Philosophy of Language

Departmental

AMERICAN LITERATURE

CN 159 American Literary History

1. AL 103 Topics in American Literature *or*
AL 201 American Literature (1620-1820)
2. AL 202 The American Renaissance *or*
AL 203 American Literature (1860-1940)
3. AL 301 The American Novel: the Nineteenth Century *or*
AL 302 The American Novel: the Twentieth Century
4. AL 340 Regionalism *or*
any 300-400 level course in American Literature.

ART

CN 033 The Art of Europe, Renaissance and Baroque

1. *AR 101 Introduction to Art
2. [AR 201 Art of the Italian Renaissance]

3-4. Any two additional courses in the Art of Europe, 1100-1700
5. A seminar or 500's project in the art of this period

CN 034 Modern Art

1.*AR 101 Introduction to Art
2-4. Any three additional courses in the art of mid-18th century to the present
5. A seminar or 500's project in the art of this period

CN 036A Studio Art

1. AR 102 Modern Art
2. AR 209 Studio Art I
3. AR 210 Studio Art II
4-5. *One of the following two-term sequences in studio:*
AR 309-310 Painting
AR 205-206 Figure Drawing
AR 315-316 Printmaking
AR 319-320 Sculpture

BIOLOGY

CN 037B Environmental Biology

1.*BI 125 Introduction to Biological Principles *or*
*BI 100 Evolution by Natural Selection
2. BI 203 Botany
3. BI 190 General Ecology
4. [BI 201 Invertebrate Biology] *or*
BI 311 Ecosystem Analysis *or*
BI 316 Animal Behavior

CN 038A General Biology

1.*BI 125 Introduction to Biological Principles
2. BI 225 Human Genetics
3. BI 205 Developmental Biology *or*
BI 203 Botany
4. [BI 201 Invertebrate Biology] *or*
BI 316 Animal Behavior *or*
BI 220 Comparative Chordate Morphology

CN 039A Biology of Molecules

1.*BI 125 Introduction to Biological Principles
2. CH 103 Fundamentals of Chemistry I
3. CH 241 Organic Chemistry I
4. BI 314 Molecular Genetics
5. BI 250 Organelles and Cells

CN 040B Physiological Biology

1.*BI 125 Introduction to Biological Principles
2. BI 250 Organelles and Cells
3. BI 303 Plant Physiology *or*
BI 230 Microbiology
4. BI 320 Comparative Animal Physiology

CHEMISTRY

CN 041B Biochemistry

1. CH 103 Fundamentals of Chemistry I
2. CH 241 (247) Organic Chemistry I
3. CH 242 (248) Organic Chemistry II

4. CH 422 Biochemistry
5. CH 421 Biochemistry *or*
[CH 322 Experimental Biochemistry]

CN 042A Cellular Structure and Function

1. CH 103 Fundamentals of Chemistry I
2.*BI 125 Introduction to Biological Principles
3. CH 241 (247) Organic Chemistry I
4. BI 250 Organelles and Cells

CN 043A Environmental Chemistry

1. NS 150 Environmental Science
2. CH 103 Fundamentals of Chemistry I
3. CH 104 (106) Fundamentals of Chemistry II
4. CH 241 (247) Organic Chemistry I

CN 044A Inorganic Chemistry

1. CH 103 Fundamentals of Chemistry I
2. CH 104 (106) Fundamentals of Chemistry II
3. CH 351 (357) Physical Chemistry I
4. CH 412 Advanced Analytical Chemistry *or*
CH 431 Advanced Inorganic Chemistry

CN 045A Molecular Biology

1. CH 103 Fundamentals of Chemistry I
2. CH 241 (247) Organic Chemistry I
3. CH 242 (248) Organic Chemistry II
4.*BI 125 Introduction to Biological Principles
5. BI 314 Molecular Genetics

CN 046 Organic Chemistry

1. CH 103 Fundamentals of Chemistry I
2. CH 241 (247) Organic Chemistry I
3. CH 242 (248) Organic Chemistry II
4. CH 341 (347) Organic Chemistry III *or*
[CH 443 Advanced Organic Chemistry] *or*
CH 442 Advanced Organic Chemistry

CHINESE

CN 008C Chinese Studies

1-2. CS 201-202

3-4. Any two courses centered upon China selected from the list of courses which may be counted toward the East Asian Studies major (including HI 331) providing that not more than one of these two courses is from the same division in which the students is taking his/her major. These two courses may *not* be Chinese language courses such as CS 101-2, 301-2, 400, 401-2, but may be literature courses (taught in English or in Chinese) where appropriate.

CLASSICS

CN 115 Classical Greek

Four courses in Greek beyond the intermediate level

CN 142 Classical Latin

Four courses in Latin beyond the intermediate level

CN 116 Greek Language and Literature in Translation

1. CL 303 Greek Poetry
2. CL 304 Greek Prose

3-4. *Two of the following:*

*CL 150 The Ancient Epic *or*
EL 211 Classics of Literature: The Ancient Epic
*CL 216 History of Greece
CL 152 Greek Tragedy *or*
EL 227 Greek and Roman Drama
PA 201 Ancient and Medieval Philosophy
PS 317 Classical Political Philosophy

CN 143 Classical Civilization

1. *CL 150 The Ancient Epic *or*
[EL 211 Classics of Literature: The Ancient Epic]
2. CL 121 The Classical Tradition of the Liberal Arts and Sciences

3-4. *Two of the following:*

[*CL 115 Introduction to Greek Archaeology]
CL 152 Greek Tragedy *or*
EL 227 Greek and Roman Drama
*CL 216 History of Greece
[CL 217 History of the Roman Republic]

ECONOMICS

CN 047A Economic Theory

1. MA 115 Calculus for the Social Sciences *or*
MA 113 Mathematical Analysis II taken in fall, 1984 or thereafter
2. EC 150 Introductory Economics (Macro)
3. EC 155 Introductory Economics (Micro)
4. EC 350 Macroeconomic Theory
5. EC 355 Microeconomic Theory

CN 048C Public Sector Economics

1. MA 115 Calculus for the Social Sciences *or*
MA 113 Mathematical Analysis II taken in fall, 1984 or thereafter
2. EC 155 Introductory Economics (Micro)
3. EC 355 Microeconomic Theory
4. EC 465 Public Policy Toward Business *or*
EC 470 Public Finance

CN 049C Industrial Economics

1. MA 115 Calculus for the Social Sciences *or*
MA 113 Mathematical Analysis II taken in fall, 1984 or thereafter
2. EC 155 Introductory Economics (Micro)
3. EC 355 Microeconomic Theory
4. EC 455 Industrial Strategies *or*
EC 465 Public Policy Toward Business

CN 051C Monetary Economics

1. MA 115 Calculus for the Social Sciences *or*
MA 113 Mathematical Analysis II taken in fall, 1984 or thereafter
2. EC 150 Introductory Economics (Macro)
3. EC 155 Introductory Economics (Micro)
4. EC 350 Macroeconomic Theory
5. EC 475 Monetary Theory and Financial Institutions

CN 144A Economics of Human Resources

1. MA 115 Calculus for the Social Sciences *or*
   MA 113 Mathematical Analysis II taken in fall, 1984 or thereafter
2. EC 155 Introductory Economics (Micro)
3. EC 210 Economic Statistics
4. EC 355 Microeconomic Theory
5. EC 430 Inequality and Poverty

CN 150A The Corporate Sector

1. EC 150 Introductory Economics (Marco)
2. EC 155 Introductory Economics (Micro)
3. EC 310 Economics of Investing in Securities
4. EC 315 Accounting
5. EC 320 The Corporation

CH 151 International Trade Theory

1. MA 115 Calculus for the Social Sciences *or*
   MA 113 Mathematical Analysis II taken in fall, 1984 or thereafter
2. EC 155 Introductory Economics (Micro)
3. EC 355 Microeconomic Theory
4. EC 440 The Economics of International Trade

CN 152 International Finance

1. MA 115 Calculus for the Social Sciences *or*
   MA 113 Mathematical Analysis II taken in fall, 1984 or thereafter
2. EC 150 Introductory Economics (Macro)
3. EC 155 Introductory Economics (Micro)
4. EC 350 Macroeconomic Theory
5. EC 445 International Finance

CN 153 Environmental Economics

1. EC 150 Introductory Economics (Macro)
2. EC 155 Introductory Economics (Micro)
3. [EC 360 Urban Economics and the Economics of Urban Problems]
4. EC 365 Environmental Economics

CN 154 Comparative Economics

1. MA 115 Calculus for the Social Sciences *or*
   MA 113 Mathematical Analysis II taken in fall, 1984 or thereafter
2. EC 150 Introductory Economics (Macro)
3. EC 350 Macroeconomic Theory
4. EC 325 Population Economics *or*
   EC 335 Comparative Systems
5. EC 420 Economic Development

ENGLISH

CN 052D Creative Writing: Poetry

1. EL 175 The Structure of Poetry *or*
   EL 170 The Structure of Fiction *or*
   EL 107 Journal and Essay *or*
   [EL 160 The Structure of Nonfiction]
2. EL 275 Intermediate Workshop: Poetry
3. EL 212 Modern British Poetry *or*

EL 213 English Romanticism *or*
EL 314 Victorian Poetry *or*
AL 306 American Poetry: 1620-1920 *or*
AL 307 Topics in Twentieth Century American Poetry
4. EL 460 Advanced Writing

CN 053E Creative Writing: Fiction and Nonfiction

1. EL 107 Journal and Essay *or*
[EL 160 The Structure of Nonfiction] *or*
EL 170 The Structure of Fiction *or*
EL 175 The Structure of Poetry
2. EL 260 Intermediate Workshop: Nonfiction *or*
EL 270 Intermediate Workshop: Fiction *or*
TH 218 Playwriting I
3. EL 207 Nineteenth Century English Novel *or*
EL 208 Twentieth Century English Novel *or*
AL 301 The American Novel I *or*
AL 302 The American Novel II *or*
EL 309 Contemporary Literature
4. EL 460 Advanced Writing

CN 054C Dramatic Literature

Any four of the following:
EL 227 Greek Comedy
CL 152 Greek Tragedy and Its Influence
CL 155 Greek and Roman Comedy
EL 224 Medieval and Renaissance Drama
EL/TH 225 Shakespeare's Comedies
EL 321 Shakespeare
TH 326 Modern Drama
[EL 229 Modern British Drama]
TH 226 American Drama

CN 056A The Novel

Any four of the following:
[*EL 110 Continental Fiction]
EL 206 The Early English Novel
EL 207 Nineteenth Century English Novel
EL 208 Twentieth Century English Novel
EL 309 Contemporary Literature
AL 301 The American Novel I
AL 302 The American Novel II

CN 157A Poetry: the Lyric Tradition

1. EL 103 Lyric and Narrative Poetry *or*
EL 175 The Structure of Poetry *or*
EL 202 Interpretation of Literature: Major Poets from the Eighteen to the Twentieth Century
2. EL 303 English Literature of the Sixteenth Century *or*
EL 304 English Literature of the Seventeenth Century
3. EL 213 English Romanticism *or*
EL 314 Victorian Poetry
4. EL 312 Modern British Poetry *or*
AL 306 American Poetry: 1620-1920 *or*
AL 307 Topics in Twentieth Century American Poetry

FRENCH

CN 058 French Language and Literature

1. *One of the following:*
   FR 205 Toward Liberated Expression *or*
   FR 215 Writing in French
2-3. *Two of the following:*
   FR 207 Introduction to French Poetry *or*
   FR 208 Introduction to French Theater *or*
   FR 209 Introduction to French Prose
4. One Literature course at the 300 level

CN 118C French Civilization

1. FR 206 Introduction to Contemporary France
2. *One of the following:*
   FR 208 Introduction to French Theater *or*
   FR 209 Introduction to French Prose
3. FR 222 Facets of a Changing France
4. *One of the following, or equivalent in France:*
   [FR 310 Literature and Society in the Ancien Regime] *or*
   FR 311 Voltaire, Diderot, and the French Enlightenment *or*
   [FR 312 The French Novel in the Age of Enlightenment] *or*
   FR 313 French Civilization in the Twentieth Century *or*
   FR 315 Nineteenth Century Novel *or*
   FR 321 French Classical Theater *or equivalent in France*

CN 119B French Literature

1-2. *Two of the following:*
   FR 207 Introduction to French Poetry
   FR 208 Introduction to French Theater
   FR 209 Introduction to French Prose
3-4. Two literature courses at the 300 level *or equivalent in France*

GEOGRAPHY

CN 120 Geographical Analysis of Human Activity

1. GG 100 Geography: A Modern Synthesis
2. GG 260 Human Geography
3. [GG 351 The Urban World: Patterns, Problems and Policies]
4. GG 352 The Geography of Development

CN 121 Human Activity in the Physical Environment

1. GG 100 Geography: A Modern Synthesis
2. GG 250 Physical Earth Processes
3. GG 353 Natural Hazards
4. GG 354 Weather and Climate

GEOLOGY

CN 064D Geologic Environment

1. GL 112 Environmental Geology
2. GL 161 Oceanography
3. GL 252 Geomorphic Processes *or*
   GG 250 Physical Earth Processes
4. GL 261 Sedimentary Rocks

CN 065B Structural Geology

1. GL 170 Global Tectonics
2. GL 201 Bedrock Geology of Vermont
3. GL 381 Structural Geology
4. GL 392 Igneous Petrology *or*
   GL 482 Geophysics (Physics of Earth) *or*
   GL 500 Independent Study

CN 140A Marine Geology

1. GL 161 Oceanography
2. GL 342 Marine Geology
3. GL 261 Sedimentary Rocks
4. GL 252 Geomorphic Processes *or*
   GL 500 Independent Study

GERMAN

CN 068 German Language and Literature

1. GN 201 Intermediate German
2. GN 202 Advanced German

3-4. Two courses numbered 300 or higher. These courses may be taken in the German department or in the Middlebury College German School during the summer.

HISTORY

CN 069C American History

1. HI 203 US History (1492-1861)

2-4. *Three of the following:*

HI 204 US History (1861-Present)
[HI 361 Colonial America]
HI 362 Era of the American Revolution (1763-1800)
HI 363 Jeffersonian and Jacksonian America (1800-1848)
[HI 364 The Era of the Civil War and Reconstruction]
[HI 367 Twentieth Century America (1900-1941)]
[HI 368 Twentieth Century America (1941-1980)]
HI 371 Black History
[HI 373 American Diplomatic History]

5. HI 415 Topics in American History

CN 071A Modern Europe

1.*HI 103 Turning-points in Early Modern History
2.*HI 104 Modern Revolutions

3-4. *Two of the following:*

[HI 215 History of Modern Europe (1815-1900)]
[HI 216 History of Europe (1900-1968)]
HI 346 History of France from the Old Regime to the Twentieth Century
HI 348 Russian History from the Great Reforms to the Present
HI 349 History of Germany from 1648 to the Twentieth Century
HI 354 British History

5. [HI 413 Topics in Modern European History

CN 072 The Rise of Europe

1.*HI 103 Turning-points in Early Modern History
2. [HI 347 Russian History to the Great Reforms]

3-4. *Two of the following:*

[HI 341 Civilization of the Dark Ages]
[HI 342 The Medieval Outlook]

HI 343 Europe in the Renaissance
HI 344 The Reformation
5. HI 401 Readings in Early European History *or*
HI 413 Topics in Modern European History

MATHEMATICS

CN 073 Applications

1. MA 112 Mathematical Analysis I
2. MA 113 Mathematical Analysis II
3. [MA 315 Mathematical Models in the Social and Management Sciences]
4. [MA 318 Selected Topics in Operations Research]

CN 074B Analysis

1. MA 112 Mathematical Analysis
2. MA 113 Mathematical Analysis II
3. MA 201 Mathematical Analysis III
4. MA 200 Linear Algebra

CN 075B Axiomatic Mathematics

1.
[*MA 107 Foundations of Mathematics] *or*
[*MA 227 Set Theory]
2.*MA 105 Finite Mathematics
3. MA 200 Linear Algebra
4. MA 411 Elementary Topology

CN 076B Computer Science

1. MA 213 Computer Programming I
2. MA 223 Computer Programming II
3. MA 325 Data Structures and File Processing
4. MA 200 Linear Algebra *or*
MA 310 Probability *or*
MA 311 Statistics *or*
[MA 315 Mathematical Models in the Social, Life and Management Sciences] *or*
[MA 318 Selected Topics in Operations Research] *or*
[MA 323 Computer Systems and Assembly Language Programming]

CN 077 Discrete Mathematics

1.*MA 105 Finite Mathematics
2. MA 200 Linear Algebra
3. [MA 220 Graph Theory and Combinatorics]
4. MA 321 Elementary Number Theory

CN 078 Probability

1. MA 112 Mathematical Analysis I
2. MA 113 Mathematical Analysis II
3. MA 201 Mathematical Analysis III
4. MA 310 Probability

MUSIC

A concentration in Music shall consist of four courses at least two of which shall be in different areas of the discipline: performance, history or theory. At least one course of the four shall be at the 300 or 400 level. The following list does not exhaust the possible Music concentrations:

CN 079A Music

1.*MU 209 Rudiments of the Musical Language

2. MU 220 *or* MU 221 Survey of Music History
3. [MU 324 Music in the Romantic Era] *or*
   [MU 340 Beethoven and the New Currents of the Nineteenth Century]
4. MU 306 Performance

CN 081B Music: History

1. MU 220 Survey of Music History
2. MU 221 Survey of Music History
3. MU 325 Music in the 20th Century
4. MU 209 Theory

CN 082A Music: Performance

1. MU 306 Performance
2. MU 307 Performance
3. MU 500 Independent Project in Recital
4. MU 220 *or* MU 221 Survey of Music History

CN 083A Music: Theory

1. MU 209 Theory
2. MU 210 Theory
3. MU 309 Analysis
4. MU 220 *or* MU 221 Survey of Music History

PHILOSOPHY

CN 084B Contemporary Philosophy

1. [PA 223 Introduction to Contemporary Philosophy]
2. PA 207 Contemporary Moral Problems
3. PA 352 Philosophy of Mind *or*
   [PA 354 Philosophy of Language]
4. PA 180 Introduction to Modern Logic

CN 085D History of Philosophy

1. *PA 201 Ancient and Medieval Philosophy
2. *PA 202 Modern Philosophy from Descartes to Peirce
3-4. *Two of the following:*
   PA 222 American Philosophy
   [PA 223 Introduction to Contemporary Philosophy]
   [PA 250 History of Early Modern Philosophy]
   PA 255 Kierkegaard, Marx and Nietzsche

CN 086C Logic and Philosophy of Science

1. PA 180 Introduction to Modern Logic
2. [PA 353 Philosophy of Science]
3. [PA 223 Introduction to Contemporary Philosophy] *or*
   [PA 351 Theory of Knowledge]
4. PA 280 Intermediate Logic *or*
   [PA 354 Philosophy of Language]

CN 087D Value Theory: Ethics, Aesthetics, and Political Philosophy

1-2. *Two of the following:*
   PA 190 Ethics and the Environment *or*
   PA 205 Human Nature and Ethics *or*
   PA 207 Contemporary Moral Problems
3-4. *Two of the following:*
   [PA 213 Philosophy of Religion]
   [PA 233 Aesthetics]

PS 317 Classical Political Philosophy
PS 318 Political Philosophy: Modernity

PHYSICS

CN 088 Physics

1. Any foundations course in Physics
2. MA 112 Mathematical Analysis I
3. PH 109 Mechanics and Thermodynamics
4. PH 110 Electricity and Magnetism

POLITICAL SCIENCE

CN 089 American Foreign Policy

1. PS 102 The American Political Regime *or*
   PS 104 Introduction to American Political Processes
2. PS 201 International Politics
3. PS 311 American Foreign Policy
4. PS 408 Seminar on United States/Soviet Union Relations *or*
   PS 412 Seminar on Diplomacy

CN 122B American Politics

1. PS 102 The American Political Regime
2-3. Two lecture courses at the 200 or 300 level
4. A Seminar in American government

CN 123B Comparative Politics

1. PS 103 Introduction to Comparative Politics
2-3. *Two of the following:*
   [PS 220 Asian Politics]
   PS 225 Comparative Politics: Western Europe
   PS 227 Soviet Politics
   PS 328 Comparative Communism
4. [PS 404 The Global Political Economy] *or*
   [PS 406 Seminar: Politics and Society in Contemporary France]

CN 124A European Politics

1. PS 225 Comparative Politics: Western Europe
2. *HI 104 Modern Revolutions *or*
   [HI 215 History of Modern Europe (1815-1900)] *or*
   [HI 216 History of Modern Europe (1900-1968)] *or*
   HI 346 History of France 1750-1940 *or*
   HI 354 British History 1815-1979
3. PS 227 Soviet Politics *or*
   PS 328 Comparative Communism
4. [PS 406 Seminar: Politics and Society in Contemporary France]

CN 091C International Relations

1. PS 201 International Politics
2. [PS 202 Contemporary International Politics] *or*
   PS 311 American Foreign Policy
3. PS 200 Theory and Method of Political Analysis
4. PS 408 Seminar on U.S.-Soviet Relations *or*
   PS 412 Seminar on Diplomacy

CN 093B Matter and Manner in the Studies of Politics

1. *PS 101 Introduction to Political Science *or*

*PS 107 Politics and the Studies of Politics
2. PS 317 Classical Political Philosophy *or*
PS 318 Political Philosophy: Modernity
3. PS 200 Theory and Method of Political Analysis
4. PS 409 Seminar on Political Philosophy

CN 094B Political Philosophy

1.*PS 101 Introduction to Political Science *or*
*PS 107 Politics and the Studies of Politics
2. PS 317 Classical Political Philosophy
3. PS 318 Political Philosophy: Modernity
4. PS 401 *or* PS 409 Seminar on Political Philosophy

CN 125A Politics, Philosophy and Law

1.*PS 101 Introduction to Political Science *or*
*PS 107 Politics and the Studies of Politics
2. PS 102 The American Political Regime
3. [PS 305 American Constitutional Law: Principles and Structure] *or*
PS 306 American Constitutional Law: Individual Rights *or*
PS 401 Seminar in Political Philosophy: Liberalism and Marxism *or*
[PS 402 Seminar in American Government: Constitutionalism and Liberalism]
4. PS 317 Classical Political Philosophy *or*
PS 318 Political Philosophy: Modernity *or*
PS 409 Seminar on Political Philosophy

CN 126A The Superpowers in World Politics

1. PS 201 International Politics
2. PS 311 American Foreign Policy
3. [HI 368 Twentieth Century America (1941-1980)] *or*
HI 348 Russian History from the Great Reforms to the Present *or*
PS 227 Soviet Politics
4. PS 408 Seminar on US/Soviet Relations *or*
PS 412 Seminar on Diplomacy

CN 127C European Diplomacy

1. PS 201 International Politics
2. PS 225 West European Politics
3. [HI 215 History of Modern Europe (1815-1900)] *or*
[HI 216 History of Modern Europe (1900-1968)] *or*
HI 346 History of France 1750-1940 *or*
HI 354 British History 1815-1979
4. PS 408 Seminar on U.S.-Soviet Relations *or*
PS 412 Seminar on Diplomacy

PSYCHOLOGY

CN 141 Experimental Psychology

1. PY 105 Introduction to Psychological Thought
2. PY 201 Logic of Statistical Analysis *or*
[NS 106 Introduction to Statistical Science]
3. *Any two of the following:*
PY 203 Social Behavior
PY 207 Conditioning and Learning
PY 208 Memory and Conceptual Processes
PY 301 Physiological Psychology

CN 128A Personality/Social Psychology

1. PY 105 Introduction to Psychological Thought

2. *Any three of the following:*
   PY 203 Social Behavior
   PY 204 Personality Psychology
   PY 225 Child Psychology
   *SA 105 Social Man and Social Order: Issues in Freedom and Constraint
   SA 352 Social Psychology

CN 129C Psychology of Human Behavior

1. PY 105 Introduction to Psychological Thought
2. *Any three of the following:*
   PY 203 Social Behavior
   PY 204 Personality Psychology
   PY 208 Memory and Conceptual Processes
   PY 225 Child Psychology
   PY 305 Cognitive Development

RELIGION

CN 101A Philosophy of Religion

1. *RE 200 Foundations of Western Religious Life and Thought
2. [PA 213 Philosophy of Religion]
3. RE 301 Modern Views of God and Religious Life: 19th Century
4. RE 302 Modern Views of God and Religious Life: 20th Century

CN 130B Comparative Religion

1. *RE 110 Introduction to The Jewish, Christian and Islamic Traditions *or*
   RE 200 Foundations of Western Religious Life and Thought
2. *RE 115 Introduction to Eastern Religious Thought
3. RE 303 Theories of Religion *or*
4. RE 312 Buddhist and Christian Enlightenment *or*
   RE 340 Seminar in the History of Religions

CN 131A Asian Religions

1. *RE 115 Introduction to Eastern Religious Thought
2. *Any three of the following:*
   RE 209 The Hindu Tradition
   [RE 210 The Buddhist Tradition: India and Tibet]
   [RE 211 The Buddhist Tradition: China and Japan]
   RE 215 Shinto: Japanese Indigenous Religious Beliefs
   [RE 311 Buddhist Philosophy]

CN 132A Buddhism

1. [RE 210 The Buddhist Tradition: India and Tibet]
2. [RE 211 The Buddhist Tradition: China and Japan]
3. [RE 311 Buddhist Philosophy]
4. RE 312 Buddhist and Christian Enlightenment

CN 133B The Christian Tradition

1. *RE 105 Introduction to the English Bible *or*
   RE 281 Studies in the New Testament
2. RE 220 The Shaping of American Religious Life *or*
   RE 290 Interpretations of Christian Beliefs
3. HI 344 The Reformation
4. RE 301 Modern Views of God and Religious Life: 19th Century *or*
   RE 302 Modern Views of God and Religious Life: 20th Century

CN 147 Western Religious Thought

1. RE 110 Introduction to the Jewish, Christian, and Islamic Traditions

2. RE 200 Foundations of Western Religious Life and Thought
3.*RE 220 The Shaping of American Religious Life *or*
RE 290 Interpretations of Christian Beliefs
4-5. *Any two of the following:*
RE 301 Modern Views of God and Religious Life: The 19th Century
RE 302 Modern Views of God and Religious Life: The 20th Century
[RE 304 Modern Jewish Thought]

RUSSIAN

CN 102 Russian

1. RU 101-102 Beginner's Russian (2 semesters)
2. RU 201-202 Intermediate Russian (2 semesters)
3.*RU 151 Russian Literature's Golden Age (1830-1880) (in English)
4. RU 321 Soviet Man and His World

CN 103A Russian Literature in Translation

Any four of the following:
*RU 151 Russian Literature's Golden Age (1830-1880)
*RU 152 Revolutionary Literature in a Revolutionary Society
RU 351 Dostoevsky
[RU 352 Tolstoy]
[RU 353 Russian Theater]
RU 354 Chekhov
RU 356 Russian Literature of the 60's and 70's

SOCIOLOGY-ANTHROPOLOGY

CN 104A Comparative Cultures

Any four of the following:
[SA 321 Native Peoples of North America]
SA 322 Native Peoples of South America
[SA 326 Latin American Society and Culture]
SA 330 Perspectives of American Society and Culture
SA 335 Chinese Society and Culture
[SA 343 American Community Studies]
SA 354 Ethnic Groups in the United States

CN 105B Sociology of Organizations

Any four of the following:
SA 315 Sociology of Education
SA 346 Popular Music & Society
SA 349 Mass Communication in Modern Society
SA 385 Medical Sociology
SA 387 Sociology of Law

CN 134A Simple and Complex Institutions

Any four of the following:
SA 315 Sociology of Education
[SA 337 Political Sociology]
[SA 345 Work, Leisure, and Sport]
SA 380 The Anthropology of Religion
[SA 385 Medical Sociology]
SA 387 Sociology of Law
[SA 392 Sociology of the Family]

CN 135B Social Groups in American Society

Any four of the following:

SA 191 Introduction to Women in Social Thought
SA 316 Sociology of Youth
SA 330 Perspectives of American Society and Culture
SA 343 American Community Studies
SA 354 Ethnic Groups in the United States
SA 370 Sociology of Inequality
SA 390 Sociology of Women

SPANISH/ITALIAN

CN 106C Hispanic Tradition in Literature

1. SI 201 Intermediate Spanish
2. SI 219 Self-Expression in Spanish
3. SI 301 The Hispanic Tradition in Literature: Spain
4. SI 303 The Hispanic Tradition in Literature: Hispanic America

CN 107C Hispanic Literature

1. SI 201 Intermediate Spanish
2. SI 219 Self-Expression in Spanish
3. SI 300 An Introduction to the Study of Hispanic Literature
4. Any advanced literature course

CN 156 Italian

1. SI 251 Intermediate Italian
2. SI 252 Advanced Italian

3-4. Two Italian courses at the 300 or 400 level.

TEACHER EDUCATION

CN 112A Elementary Education

1. TE 200 Foundations of Education *or* the equivalent
2. TE 205 Methods of Teaching Language Arts in the Elementary School
3. TE 210 Methods of Teaching Mathematics in the Elementary School
4. TE 404 Curriculum Development in the Elementary School
5. TE 405–406–407 Student Teaching

CN 112B Secondary Education

1. TE 200 Foundations of Education *or* the equivalent
2. TE 220 Teaching Reading and Study Skills in Secondary School Subjects
3. TE 414 Problems and Methods in Secondary Education
4. TE 415–416–417 Student Teaching

THEATRE, DANCE AND FILM

CN 108A Acting and Directing

1.*TH 116 The Creative Process: Theatre, Dance, Film
2. TH 102 Acting I
3. TH 214 Directing I
4. [TH 326 Modern Drama] *or*
   TH 306 Twentieth Century Experiments
5. TH 210 *or* TH 220 Production Studios *or*
   TH 500 Independent Project

CN 109 Stage Design

1.*TH 116 **The Creative Process: Theatre, Dance, Film**
2. TH 211 **Scene Design I**
3. TH 223 **Light** *or*
   TH 315 **Costume Design**
4. TH 219 *or* **229** *or* **TH 500, Production Studio** *or* **Independent Project**
5. TH 306 **Twentieth Century Experiments** *or*
   [TH 326 **Modern Drama]**

CN 148 Dance

1. TH 325 **Dance History**
2. TH 216 **Anatomy and Kinesiology** *or*
   TH 240 **Movement Intentionality**
3. *Any three of the following:*
   TH 160/161 **Beginning Dance**
   TH 260/261 **Intermediate Dance**
   TH 360/361 **Advanced Dance**

CN 149 Film Studies

1. TH 117 **Film Form and Film Sense** *or*
2-5. *Any three of the following:*
   [TH 207 **Nonfiction Film]**
   TH 217 **Independent and Personal Cinema**
   [TH 227 **Cinema after World War II]**
   [TH 237 **American Film Genres]**
   TH 317 **Film and Modernism**
   [TH 327 **The Films of Antonioni]**

*Foundations Course

DEPARTMENTS OF INSTRUCTION

All courses are given as term courses with the exception of Senior Work (700) and 500 courses in an Honors program. These course numbers may signify on-going work, and in such event are graded "S" (Satisfactory progress) or "U" (Unsatisfactory).

Courses numbered 100-199 are usually taken by freshmen; 200-299, by sophomores; 300-399, by juniors; 400-499, by seniors. Schedules are cleared on this basis and conflicts will thus be most easily avoided by taking courses in proper sequence.

At the head of each departmental section, the major is described and the requirements for a major in that department are stated, together with recommended courses.

Prerequisites to a course are shown in parentheses. Courses not being offered in 1984-85 are bracketed. Abbreviations include: Lab., laboratory period; Lect., lecture period.

The College reserves the right, without further notice, to cancel any courses herein described, or to make any other changes in staff, fees, and courses which may be deemed necessary.

Spring term offerings listed for the year 1984-85 may be incomplete. Departments may be consulted about the possibility of other courses. Winter term information will be published and distributed separately.

INTERDEPARTMENTAL

ID 100 Intensive Freshman Writing Seminar Fall

One credit. A course intended primarily to improve writing skills. Numerous papers and thorough criticism comprise the basic format. Class discussions focus on analysis of literature and development of analytical skills. This course does not fulfill the freshman writing requirement.

Mr. Lindholm

FRESHMAN WRITING PROGRAM

All freshmen must elect one of the courses in the writing program. These courses are designed to develop and improve the skills of written communication; they are taught in sections of limited enrollment, require frequent written assignments, and proceed through close revision of papers, class discussion of both particular and general problems of writing and, as necessary, individual conferences. Satisfactory completion of one of these courses is a graduation requirement. Freshmen who have completed the Freshman Writing Program requirement may, in their freshman year, elect a second, different course in the Program, space permitting. In 1984-85 the courses that satisfy the requirement include those listed below. For full descriptions see the entries under individual departments of instruction.

AMERICAN LITERATURE AND CIVILIZATION
- **AL 103 Topics in American Literature**
  - **103A The American Short Story**
  - **103B American Realism**
  - **103C American Childhoods**
  - **103D American Realism**
  - **103E The American Character**
  - **103F Fiction By American Women**

ART
- ***AR 101 An Introduction to Art and Art History**

CHEMISTRY
- ***CH 103 Fundamentals of Chemistry**

DIVISION OF FOREIGN LANGUAGES
- **FL 175 Linguistics: Using Your Language**
- ***FL 239 Structuring the Chaos**

ENGLISH
- **EL 101 Narrative Fiction**
- **EL 103 Lyric and Narrative Poetry**
- **EL 104 Drama: Classics and Commercials**
- **EL 105 Drama: Masterpieces**
- **EL 107 Journal and Essay**
- **EL/TH 125 Shakespeare**
- **EL 170 The Structure of Fiction**
- **EL 175 The Structure of Poetry**

HISTORY
- ***HI 103 Turning Points in Early Modern History**
- **HI 203 United States History (1492-1861)**
- **HI 204 United States History (1861-Present)**

PHILOSOPHY
- ***PA 150 Introduction to Philosophy**
- **PA 201 Ancient and Medieval Philosophy**
- **PA 202 Modern Philosophy from Descartes to Peirce**

POLITICAL SCIENCE
- ***PS 101 Introduction to Political Science**

RELIGION
- **RE 280 Studies in the Hebrew Bible**

SPANISH/ITALIAN
- **SI 298 The Italians**

Approved winter term writing courses when offered.

*Foundations Course

DIVISION OF FOREIGN LANGUAGES

Assistant Professor of Linguistics: Jeannine Heny

In addition to courses offered in the departments of Classics, French, German, Russian, and Spanish and Italian, the Division of Foreign Languages offers the following courses which span the boundaries of its separate departments:

FL 175 Using Your Language Spring

To use language effectively, one must have a sensitivity to how it works. What is language? How does it relate to thought? Is language a tool that "expresses" whatever we wish to say, or do linguistic forms actually determine — or distort — what we "mean" in speaking or writing? This course will cover interesting and controversial aspects of these questions, as presented in selected readings by linguists, philosophers, social scientists and popular writers. Frequent

written assignments will be required on topics related to language; an important goal of the course is to improve writing skills. No specialized background is presupposed. Ms. Heny

***FL 201 Introduction to Linguistics** Fall

An introduction to the study of human language. Some of the major topics to be considered are: nature of human language and how it differs from other communication systems; discovery of the genetic relationship of languages and development of historical and comparative linguistics; aims and methods of descriptive linguistics; articulatory and acoustic phonetics; phonemics and morphemics; different models of syntactic description; development of and reaction to transformational-generative grammar; semantics; relationship and application of linguistics to other fields of study. Method of instruction: primarily lecture with class participation, problem-solving and several short papers or projects.

Mrs. Olinick

***FL 206 Thinking Linguistics** Fall

This course focuses on how to do linguistics rather than on what linguists have written. Given the raw material of language data, the linguist must decide what features of language are important. He sets up different ways of organizing the data (thus giving certain features a more or less prominent role), and seeks a general method for choosing between these. Such a general method of selecting one analysis over another is a linguistic theory. This course can be viewed as a workshop on how such choices can be made in building a theory. It forms essential background for further work in linguistics. Ms. Heny

FL 211 Sociolinguistics Spring

This course looks in detail at the interrelationships of language and society. Among the topics to be covered are: identification and description of dialects, language variation and social factors, standard and non-standard speech, language and sex, multilingual societies and creoles. Features of informal and non-standard English, as well as dialects of other languages, will be examined in class discussion and outside readings.

Ms. Heny

FL 212 Psycholinguistics Fall

How does a young, unsophisticated child manage to learn his own language in a few years? What goes on in the mind of a bilingual or multilingual child who acquires two such language systems (or more)? What, if anything, is fundamentally different about learning languages in adulthood? How do we produce and perceive speech? These are the central concerns of psycholinguistics covered in this course. To arrive at answers, we examine children's speech, language disorders (aphasia, schizophrenic language, dyslexia), and aspects of everyday language usage with psychological implications. Ms. Heny

[FL 215 Historical Linguistics]
Offered in spring 1985-86.
Ms. Heny

FL 225 Sound Patterns in Language Spring

This is a problem-solving course which encourages students to discover for themselves how sound systems work in language. Students will learn how to transcribe sounds, break them down into their component "features," and analyse how they interact. Examples will be selected from well-known European languages, as well as from other linguistic groups, such as Bantu, American Indian, Semitic and Philippine. The course will also cover "prosodic" features such as stress and pitch, examining their role in languages as unlike as Chinese and English. No knowledge of a foreign language is presupposed. Ms. Heny

***FL 239 Structuring the Chaos** Spring

This course will examine a variety of literary representations of human fate as essential mythologies—essential because they provide a response or context to problems so painful that they threaten to disrupt our lives, to drive us to madness or to the repudiation of our values—mythologies because no order is ever truly "given." The course will demonstrate that the myth lies in the making of the myth: the story, or composition of the text, bridges the distance between the experience of chaos and the need for order. Ms. Eberhart

[*FL 252 The Art of Cinema]

[*FL 266 Versions of the Foreign]

FL 295 Germonic Linguistics Fall

German, English, Dutch and Norwegian are closely related languages. Yet they exhibit broad divergence with respect to features such as word formation. The similarities and differences among these languages will be examined in the context of history and of general linguistic theory, with the intention of deepening the student's sensitivity to the workings of language. Other topics to be discussed include dialect variation, language learning and social questions such as usage in Germanic languages. Ms. Heny

FL 301 Romance Linguistics
Offered in fall 1985-86.

*Foundations Course

FL 340 The Art and Craft of Translation Spring
A workshop-style course for students with upper-level language training (classical and modern) involving the transmutation of texts (poetry and prose) into workable English literary form. Limited to 12 students. Mr. Harris

FL 405 Seminar: Kafka Spring
Stories, letters, novels, diaries. (A literature course at the 300-level or higher.) Mr. Sparks

For additional courses offered in English, see also:

CL 112 Introduction to Ancient Society: The Greeks Fall

CL 113 Introduction to Ancient Society: The Romans Spring

***CL 121 The Classical Tradition of the Liberal Arts and Sciences** Spring

***CL 150 The Ancient Epic** Fall

[CL 151 Masterpieces of Roman Literature]

***CL 152 Greek Tragedy** Spring

***CL 216 History of Greece** Fall

[CL 217 History of the Roman Republic]

[CL 220 Introduction to Greek Science]

CS 120 Modern Chinese and Asian Fiction in Translation Spring

CS 216 Traditional Chinese Fiction in Translation Fall

CS 225 Classical Chinese Poetry in Translation Spring

[*FR 115 Realism: French Fiction from Stendhal to Proust]

***RU 151 Russian Literature's Golden Age (1830-1880)** Fall

***RU 152 Russian Modernism (1880-Present)** Spring

RU 351 Dostoevsky Fall

[RU 352 Tolstoy]

[RU 353 Russian Theater]

RU 354 Chekhov Spring

[RU 356 Russian Literature of the 60's and 70's]

[*SI 231 Captains, Kings and Caudillos]

SI 290 Dante: *The Divine Comedy Spring

***SI 294 The Italian Renaissance** Fall

[SI 375 Italian Cinema]

FL 500 Linguistics Independent Study Fall, Spring
Qualified students may be permitted to do independent research in linguistics under faculty supervision, provided they have adequate preparation to undertake the topic(s) they wish to pursue. A project or written report will be required, depending on the nature of the subject. Ms. Heny

DIVISION OF NATURAL SCIENCES

NS 150 Environmental Science Fall
An interdisciplinary course, primarily for non-science majors, designed to explore the role of science in defining natural constraints on human use of the environment. After an introduction to the evolution of the biosphere, case studies provide a framework for understanding principles of physical, chemical, and biological processes, both in natural and altered environments. The major foci are water, food, other material resources, energy, and natural hazards. The stress is on scientific analysis and definition of particular situations, but some attention will be given economic, legal, and moral responses. Each student will prepare a paper that analyzes a selected example. Mr. Woodin, Staff

AMERICAN LITERATURE AND CIVILIZATION

Professors: Stephen Donadio (chairman), John McWilliams (on leave). *Assistant*

*Foundations Course

Professors: Joanne Jacobson, Karl Lindholm, Veronica Makowsky (on leave). *Visiting Assistant Professors:* Kenneth Egan, Daniel Reagan.

The department offers two different majors, one in American Literature and one in American Civilization, each of which has its own set of requirements and its own director. The American Literature major, directed by Professor Donadio, provides an opportunity for the intensive study of American literature in the context of American history or of creative writing. The American Civilization major (formerly called American Studies), directed by Professor Jacobson, involves study of a wide range of developments in American culture through a series of courses offered by at least seven different participating departments.

Students interested in pursuing studies in the Department of American Literature and Civilization should choose one of the two available majors by the end of their sophomore year. Transferring from one major to the other is permissible so long as the student is prepared to meet the requirements for the new major.

AMERICAN LITERATURE

The American Literature major is expected to develop an understanding of the nation's principal writers and movements as they have developed historically. This program of study within the department emphasizes the systematic study of American literature, in the broader context of the culture as a whole, from its colonial origins to the present day.

Required for the major: Fourteen courses for all majors, including AL 201, 202, and 203, AL 450, four other one-semester literature courses in the department, and the two seminars in the Senior Program. The remaining four courses may be fulfilled in one of two ways. Students pursuing the study of American literature in its historical context will normally take two courses in American history (HI 203-204 are especially recommended) and two courses in a non-American literature (EL 201 and EL 313 are especially recommended). Students who wish to pursue a creative writing specialization may take four courses in the creative writing sequence offered by the English Department.

The Senior Program consists of a fall term seminar (AL 704), and a winter term seminar culminating in a one-hour oral general examination. The oral examination is based upon a list of readings required of all majors.

Honors Program: Departmental Honors are awarded on the basis of a senior thesis. To qualify as a candidate for Honors, one must have had an average of B+ or better for previous work in the department. During the spring of the junior year, in consultation with the faculty adviser and with departmental approval, the student will select a topic for independent investigation. During the senior year, he or she will take AL 700 (Senior Research) in the fall and spring semesters. Creative Writing theses will be supervised by the faculty in Creative Writing.

An oral examination will be given on the completed thesis. The examination will be administered by three faculty members, one of whom will ordinarily be from outside the department. Highest Honors will be granted for a grade of A, High Honors for a grade of A– and Honors for a grade of B+. For Honors in any of these categories the student must also have a final average of B for all course work in the department and a minimum of B on the General Examination.

FRESHMAN WRITING COURSES:

AL 103 satisfies the freshman writing requirement. For full description of the Freshman Writing Program, see pp. 000-000.

AL 103 Topics in American Literature Fall, Spring

Study of a particular theme, genre or movement in American literature. Topics will differ in each section. All sections will fulfill the Freshman Writing Requirement. AL 103 may also be counted as an elective within the American literature major. AL 103 does not fulfill any requirement for an American Civilization Major.

AL 103A The American Short Story Fall
Mr. Egan

AL 103B American Literary Realism Fall
Mr. Reagan

AL 103C American Childhoods Fall
Mr. Donadio

AL 103D American Literary Realism Fall
Mr. Reagan

AL 103E The American Character Spring
Mr. Lindholm

AL 103F Fictions by American Women Spring
Ms. Jacobson

***AL/EL 113 Visions of Nature**
(See English Department for description)

AL 201 American Literature: 1620-1830 Spring
A study in the growth of American literature from the era of the Puritans through the era of early Romantic authors. Emphasis on Bradford, Taylor, Edwards, Franklin, Irving, Cooper and Poe. Open to all majors in American Literature and Civilization. Limited to 70 students.
Mr. Egan

AL 202 American Literature: 1830-1865 Fall, Spring
A study of the six authors who comprise the American Renaissance: Emerson, Thoreau, Hawthorne, Melville, Whitman and Dickinson. Open to all majors in American Literature and Civilization. Limited to 70 students.
Mr. Lindholm (Fall)
Mr. Reagan (Spring)

AL 203 American Literature: 1865-1940 Fall
A study of the major authors of the period, including Twain, James, Stephen Crane, Henry Adams, O'Neill, Frost, Eliot, Stevens, Hemingway, Fitzgerald, and Faulkner. Open to all majors in American Literature and American Civilization. Limited to 70 students. Ms. Jacobson

AL 301 The American Novel: I Fall
The development of the American novel in the 19th century, including work by Cooper, Hawthorne, Stowe, Melville, Twain, Howells, James, Norris, Wharton and Chopin. (Open to juniors and seniors only.) Mr. Egan

AL 302 The American Novel: II Spring
The development of the American novel in the 20th century, including fiction by Dreiser, Hemingway, Fitzgerald, Faulkner, Dos Passos, West, Wright and Bellow. (Open to juniors and seniors only.) Mr. Donadio

AL 306 American Poetry: 1620-1920 Spring
A study of the development of American poetry from its beginnings through the rise of modernism. Particular attention will be given to the poetry of Taylor, Emerson, Poe, Whitman, Dickinson, Robinson and Frost. Mr. Egan

AL 307 Topics in Twentieth Century American Poetry Fall
A study of a particular theme, genre or movement in modern and/or contemporary American poetry. The topic chosen will vary from year to year. In 1984, Mr. Pack will conduct an intensive study of the poetry of Robert Frost and Wallace Stevens. Limited to 20 students. (Permission of the instructor.) Mr. Pack

AL 340 Regionalism: Literature of New England Spring
A study of selected writers whose work has been specially concerned with the definition and traditions of New England culture. Authors to be considered will include Bradford, Hawthorne, Jewett, Wharton, Frost and Robert Lowell.
Mr. Reagan

[AL 420 American Culture: 1941–1961]
Offered in 1985–86.

AL 450 Seminar in Major Authors Fall, Spring
Intensive study of a single author or two closely related authors. Readings will include secondary sources. A lengthy term paper will be required.
Fall: Emerson and Melville Mr. Reagan
Spring: T. S. Eliot Mr. Donadio

[AL 455 Black American Literature]
Offered in 1985–86.

AL 500 Special Research Fall, Spring
Individual research upon a topic not covered in regular course offerings. (Permission of the instructor.) Staff

AL 700 Senior Research Fall, Spring
For seniors who are candidates for departmental honors. In order to complete thesis requirements, students will take AL 700 during both semesters of their senior year.

*Foundations Course

AL 704 Senior Seminar Fall

Group discussion of selected works on the required reading list for majors. Collateral reading of major works of American literary criticism.

Mr. Donadio

N.B.: During winter term, all senior majors will take a review seminar culminating in an oral general examination to be held at the end of January.

AMERICAN CIVILIZATION

Majors in American Civilization are expected to develop a broad awareness of a wide range of developments in the nation's cultural life. This major offers the possibility of an interdisciplinary approach to the study of American Culture as that culture manifests itself in significant historical events, in institutions, in the arts, and in general philosophical ideas and values.

Students are expected to achieve a certain range and depth in their studies by completing specific courses in the various participating departments (see Section I below). They are further expected to integrate and focus their studies: first, through advanced work in a single discipline (see Section II); and second, through the American Civilization Seminars and the Senior Thesis (see Section III).

Freshmen considering an American Civilization major should think seriously about the fact that an interdisciplinary major can be more, not less, demanding than one in a single discipline. A considerable amount of initiative and self-direction is expected of students in the Program, especially in the fulfillment of the senior thesis requirement.

Ms. Jacobson is the Director of the major in American Civilization. Students seeking information or advice concerning American Civilization should consult any of the following advisers: Mr. Albanese (Economics); Mr. Davis (Political Science); Mr. Ferm (Religion); Mr. Haerle or Ms. Nelson (Sociology/Anthropology); Ms. Jacobson (American Literature and Civilization); Mr. Wilson or Mr. Andres (Art); Ms. Bellows (History); Mr. Cockrell (Music). In the completion of their course work and research, majors in American Civilization are encouraged to seek advisers outside the faculty of the department itself.

Eighteen courses in three categories listed below are required for the major. Since the character of the program of study is interdivisional, students majoring in American Civilization are not required to take a college concentration.

I. Courses required of all students (9)

1. **AL 101 The American Character** *or*
   AL 201 American Literature (1620–1830)
2. **AL 202 The American Renaissance (1830–1865)**
3. **HI 203 United States History (1492–1861)**
4. **HI 204 United States History (1861–1977)**
5. **RE 220 The Shaping of American Religious Life**
6. **AR 207 American Art** *or*
   AR 211 American Design
7. **PS 102 American Political Regime** *or*
   PS 104 American Political Processes
8. **PA 222 American Philosophy** *or*
   MU 326 Music in America
9. *One of the following:*
   SA 330 Perspectives of American Society and Culture
   [SA 343 American Community Studies]
   SA 354 Ethnic Groups
   SA 390 Sociology of Women

II. Four related American courses chosen from the following list. Students are required to take at least three of these courses in a single department. These courses, in conjunction with those taken under Part I, will provide students with considerable experience in a single traditional discipline.

AMERICAN LITERATURE

AL 103 Topics in American Literature Fall, Spring

AL 203 American Literature: 1865–1940 Fall

AL 301 The American Novel: Nineteenth Century Fall

AL 302 The American Novel: Twentieth Century Spring

AL 306 American Poetry: 1620–1920 Spring

AL 307 **Topics in Twentieth Century American Poetry** Fall
[AL 420 **American Culture: 1941–1961**] Offered in 1985–86
AL 440 **Regionalism: Literature of New England** Spring
AL 450 **Seminar in Major Authors** Fall, Spring
[AL 455 **Black American Literature**]

ART
AR 207 **American Painting: 1750–1900** Spring
[AR 211 **American Design**]
AR 308 **Late Modern Art** Spring
[AR 314 **America: The Visual Environment**]
[AR 403 **Seminar in Modern Architecture**]
AR 407 **Seminar in American Art: Winslow Homer** Spring

ECONOMICS
EC 150 **Introductory Economics (Macro)** Fall, Spring
EC 155 **Introductory Economics (Micro)** Fall, Spring
EC 360 **Industrial Organization** Fall
EC 365 **Environmental Economics** Fall
EC 475 **Monetary Theory and Institutions** Spring

HISTORY
[HI 361 **Colonial America**]
HI 362 **The Era of the American Revolution** Spring
HI 363 **Jeffersonian and Jacksonian America: 1800–1848** Fall
[HI 364 **Civil War and Reconstruction**]
[HI 367 **Twentieth Century America: 1900–1941**]
[HI 368 **Twentieth Century America: 1941–1980**]
HI 371 **Black History** Fall
[HI 373 **American Diplomatic History**]
HI 376 **American Labor History** Spring
HI 405 **Readings in American History** Fall
HI 415 **Topics in American History** Fall

MUSIC
[MU 230 **American Popular Song**]
MU 326 **Music in America** Spring

POLITICAL SCIENCE
PS 208 **Congress** Spring
PS 305 **American Constitutional Law: The Federal System** Fall
[PS 306 **American Constitutional Law: The Bill of Rights**]
PS 312 **Politics of the Federal Bureaucracy** Spring
[PS 314 **American Urban Politics**]
[PS 402 **Seminar: Liberalism and Constitutionalism**]
PS 410 **Political Parties** Fall
[PS 425 **Seminar: The American Presidency**]

RELIGION
RE 301 **Modern Views of God and Religious Life: The Nineteenth Century** Fall
RE 302 **Modern Views of God and Religious Life: The Twentieth Century** Spring
RE 306 **The Puritan Tradition in America** Fall
RE 308 **Seminar in American Religious History** Spring

SOCIOLOGY-ANTHROPOLOGY
SA 191 **Introduction to Women in Social Thought** Fall
SA 315 **Sociology of Education** Spring
SA 316 **Sociology of Youth** Spring
SA 330 **Perspectives of American Society and Culture** Spring
SA 343 **American Community Studies** Fall
SA 346 **Popular Music and Society** Spring
SA 348 **Popular Culture and Society** Fall
SA 349 **Mass Communications and Society** Spring
SA 387 **Sociology of Law** Spring
SA 390 **Sociology of Women** Spring

THEATRE, DANCE AND FILM
[TH 226 **American Drama**]
[TH 237 **American Film Genres**]

III. Advanced Studies: AC 400, AC 401, AC 704, and two semesters of AC 700 are required. (5 courses)

AC 400 **Seminar in American Civilization (Junior Year)** Fall
An introduction to the theories and methods

of American Civilization and their application to a particular theme or aspect of American culture.
Ms. Bellows, Ms. Jacobson

AC 401 Research Seminar (Junior Year) Spring

An introduction to the definition and exploration of research topics in American Civilization. Discussions of readings covering a particular topic considered in AC 400 will lead to a research paper using both primary and secondary sources.
Ms. Bellows, Ms. Jacobson

N.B.: AC 400 is of crucial importance in the American Civilization track. American Civilization majors who hope to take a semester abroad, or to transfer for a semester, should plan on doing so only during the spring semester of their junior year. The AC 401 requirement will be waived for students studying elsewhere.

AC 500 Independent Study Fall, Spring
Staff

AC 700 Senior Thesis Fall, Winter

For students who have completed AC 400 and AC 401 and who have thus qualified for the Senior Program. Under the guidance of one or more appropriate faculty members, each senior will do research leading toward a two-term, two-credit thesis of substantial length (80–100 pp.) on some related interdisciplinary aspects of American culture. The thesis is to be submitted no later than April 15. Staff

AC 704 Seminar in American Civilization (Senior Year) Spring

Seniors will conduct a seminar discussion on subjects related to the ones they have addressed in their theses and as applied to readings assigned to the group. Ms. Jacobson

ART

Professors: Glenn Andres, David Bumbeck *Associate Professor:* John Hunisak (chairman) *Assistant Professors:* James Butler, Eric Nelson, Christopher Wilson (on leave fall term) *Instructor:* Kirsten Powell *Visiting Instructor*: Amy Newhall (fall term)

The Art Department is dedicated to the idea that the study of the visual arts (both in studio and in art history) can serve as a rewarding framework about which to build a liberal arts education.

Beginning work is required in both areas of the department: AR 101, Introduction to Art and Art History (*or* AR 102, Twentieth Century Painting and Sculpture), and AR 209, 210, Studio Art I and II. Satisfactory completion of these courses qualifies a student for the major, which may then be completed in either of two ways.

Art History Emphasis: Five additional courses of choice in art history; AR 400 (which must be taken previous to the commencement of the senior thesis and is recommended before any foreign study); and two terms of AR 710 (senior work), normally fall and winter, in order to write a senior thesis.

Studio Emphasis: Four additional studio courses and four additional courses in the history of art, plus senior work. Senior work may assume two forms. Either the student may elect three terms of AR 720 and carry out a sustained studio project or the student may elect at least two studio courses beyond the six required of the major. All senior studio majors are required to present an exhibition of their work during their senior year.

Honors: B+ or higher in senior work, plus cumulative departmental average (including senior work) of 6.3 or higher.

Categories of honors are based upon cumulative departmental averages as follows:

6.3 or higher	Honors
7.5 or higher	High Honors
8.1 or higher	Highest Honors

Teacher Training: Students interested in teacher training in art should consult with the chairmen of the Teacher Education Program and the Art Department.

International Major: AR 101 or 103, AR 400, at least one course relating to the art of the language country; two art history courses at a Middlebury School Abroad or an approved equivalent; senior thesis and an advanced course in the Language Department. Minimum of ten courses.

***AR 101 An Introduction to Art and Art History** Fall

This course serves as an introduction to the study of Western painting, sculpture and architecture. Beginning with issues of media and style, the investigation will then proceed to questions of symbolism and meaning. After having gained sufficient factual and conceptual sophisti-

*Foundations Course

cation, students will be asked to consider the problem of value judgments, how they have been made in the past and are made in the present. Two lectures and one discussion per week.
Mr. Hunisak and Staff

AR 102 Modern Art Spring
An introductory survey of painting and sculpture from Impressionism to the present. In addition to study of the artistic development of major figures and movements, attention will be paid to artists' statements about their work. This course will follow the same format as AR 101 (two lectures and one discussion per week) and assumes no prior experience in art history. Ms. Powell

AR 103 Introduction to Far Eastern Art Spring
As an introduction to the art of the Far East, this course will examine the painting, sculpture, architecture, and decorative arts of India, Southeast Asia, China, and Japan. Works of art will be studied in terms of style, iconography, and social and historical context. Two lectures and one discussion per week. Ms. Powell

AR 104 Introduction to Islamic Art and Architecture Fall
A survey of major works of art and architecture in Muslim lands from Spain to India before 1600. Forms, themes, and techniques characteristic of Islamic art will be examined.
Ms. Newhall

AR 115 Art in Primitive Societies: Images of Man Fall
As a survey of the art of primitive cultures, this course will concentrate on five geographical areas: West Africa, Australia, Oceania, British Columbia, and the American Southwest. These artistically rich ethnographic regions will provide a background for considering the general methodological issues involved in the study of primitive art. Mr. Napier

[AR 201 Art of the Italian Renaissance]

[AR 204 The Art of China]

AR 205 Figure Drawing Fall
A studio course in the discipline of figure drawing. Working from the model, the student will make intensive study drawings concerning problems of proportion, distortion, scale, and motion. Limited to 25 students. (Permission.)
Mr. Bumbeck

AR 206 Figure Drawing Spring
A continuation of AR 205. Mr. Bumbeck

AR 207 American Painting: 1750–1900 Spring
A survey of American Painting focusing upon the major painters and themes of the 18th and 19th centuries. The course will examine the development of history, landscape and genre painting. In addition to these broader themes, we will focus upon some of the great post-Civil War painters including Winslow Homer, Thomas Eakins and Albert Pinkham Rider. Mr. Wilson

AR 209 Studio Art I Fall
Study of two-dimensional organization of forms and space. Critical analysis of pictorial structure to provide a conceptual foundation of self-evaluation and for further work. Students are required to take AR 210 to receive credit for AR 209. This course is required for all art majors. Three sections limited to 25 students each.
Mr. Nelson, Mr. Butler

AR 210 Studio Art II Spring
A continuation of AR 209, with an introduction to color theory and three-dimensional work. Three sections limited to 25 students each.
Mr. Nelson, Mr. Butler

[AR 211 American Design]

AR 216 Art of the Middle Ages: Medieval Art and Architecture Fall
An examination of selected monuments and works of art of Byzantium and Europe, 500–1300. Interaction between indigenous artistic impulses, historical revivalism and influences from abroad will be explored. Ms. Newhall

AR 301 Modern Architecture Spring
The Western tradition in architecture since the Industrial Revolution. A survey of the men, monuments and developments that established the aesthetic, social and technological background for the contemporary architectural scene.
Mr. Andres

AR 302 Baroque Art: Painting, Sculpture and Architecture of Seventeenth Century Rome Fall
During the period to be considered, Rome was the undisputed capital of the art world. From the vast projects of Pope Sixtus V to the death of Bernini, we will investigate the richness, diversity and splendor of artistic creation under a Church Triumphant. Mr. Hunisak

[AR 303 Northern European Art: 1300–1600]

AR 305 Painting and Sculpture of Nineteenth Century Europe Spring

During the 19th century, Paris was the capital of the art world, and the structure of this course will be based upon that central, undeniable fact. From the revolutionary 1780's until the Exposition Universelle of 1900, we will consider 19th century painting and sculpture primarily as a Parisian phenomenon, with detours to other countries and cultural centers whenever appropriate. Mr. Hunisak

AR 307 The Art of the City Fall

A study of man's most complex and critical physical monument. The city (historical and "ideal") will be surveyed from antiquity to the present in an investigation of its changing purposes, elements, and organization. Mr. Andres

AR 308 Late Modern Art Fall

An investigation of the leading figures and movements in painting and sculpture between 1945 and 1975. Special attention will be placed on the theoretical issues that have influenced such direction as Abstract Impressionism, Color Field Painting, Pop Art, Assemblage, Minimal Art, Super Realism, and Conceptual Art. Ms. Powell

AR 309 Painting Fall

Painting with the emphasis on structuring of pictorial space in representational and non-representational or abstract conceptions. Use of new and traditional media. Limited to 15 students. (AR 209, 210 or permission.) Mr. Butler

AR 310 Painting Spring

A continuation of AR 309. Mr. Butler

[AR 311 Ancient Art]

AR 312 Roman Art Spring

Roman civilization mirrored by eight centuries of art and architecture—on the surface eclectic and derivative, beneath minifesting the technical, organization and propagandistic complexity and brilliance that was Rome. Mr. Andres

[AR 314 America: The Visual Environment]

AR 315 Printmaking Fall

Studio instruction in traditional and contemporary methods of intaglio and relief printmaking. Critical emphasis on the union of the printmaking craft with problems of drawing, painting and design. Limited to 20 students. (AR 209, 210 or permission.) Mr. Bumbeck

AR 316 Printmaking Spring

A continuation of AR 315. Mr. Bumbeck

AR 317 Film and Modernism in the Arts Fall

The development of cinema is examined in relation to the major aesthetic movements in this century. Expressionism, constructivism, futurism, surrealism, dadaism, cubism, and other theoretical movements are shown to have an influence upon film theory and filmmaking. Readings, screenings, oral reports and research papers. (AR 102 and TH 117 (or FL 252), or permission of the instructor.) Mr. Perry

AR 319 Sculpture Fall

An introduction to sculpture. Our goal will be to gain experience in intelligent expression or communication of ideas in three dimensional form. Instruction will be offered to introduce the student to the technical and conceptual developments within the discipline, both in its traditional and current practice. This instruction will include but not be limited to modeling, mold-making, casting, carving, and construction in wood and metal in figurative and non-figurative forms of expression. (AR 209, 210 or permission.) No previous experience in sculpture is expected. Mr. Nelson

AR 320 Sculpture Spring

A continuation of AR 319. Students will pursue expression in three-dimensional form with a greater concentration in a specific area or exploration of new techniques and concepts. Mr. Nelson

AR 400 The Art Work and the Word Spring

This seminar course is geared to the needs of art history majors and is required of them. Our focus will be the role of verbal commentary (artists' statements, critical and historical writings) in the interpretation of art works, as well as the procedures by which one locates such information and uses it in the construction of art historical arguments.

The problems encountered in art historical research and writing will be discussed at length, and — through a series of projects — students will have the opportunity to develop their expertise. In this manner, the course serves as preparation for independent senior work in art history, AR 710.

The department strongly recommends that this course be taken before any study abroad and welcomes sophomore students who have decided on the art history major, even though most students will elect to take it during spring of their junior year. Mr. Hunisak

AR 401 Seminar in Modern Art: Primitivism and Modern Art Fall

Designed to coincide with the exhibition, Primitivism and Modern Art, this seminar will focus on the issue of Primitivism as seen in 19th and 20th century art. The theme of the seminar will be the search for artistic innocence and the development of purposeful naivete as a aesthetic mode. Topics to be discussed will include the dream of the Golden Age, the Gothic Revival, Japonisme, *Gaucherie*, the lure of the South Seas, and the influence of African art.

Ms. Powell

AR 403 Seminar in Modern Architecture: Architecture after the Masters Fall

An investigation of recent architectural trends beginning with the climactic work of Wright, Gropius, Mies and LeCorbusier and following the developments and reactions which it inspired. The seminar will draw heavily on contemporary architectural theory and criticism in an attempt to achieve an historical overview of the period since World War II. (Permission.) Limited to 12 students.

Mr. Andres

[AR 404 Seminar in Medieval Art]

[AR 405 Seminar in Baroque Art]

[AR 406 Seminar in Renaissance Art]

AR 407 Seminar in American Art: Winslow Homer Spring

An examination of the life and work of the American painter Winslow Homer. Although generally regarded as a popular painter of American life, Winslow Homer through his paintings often provides a penetrating and sometimes disturbing view of post-Civil War America; images of childhood in the Gilded Age; the hunter and the hunted; and man and his relationship to the sea. (Permission.) Limited to 12 students.

Mr. Wilson

[AR 410 Seminar in Iconography]

Guidelines for independent work in Art History and Studio Art

1. Under no circumstances will anyone be allowed to register for AR 710 or AR 720 unless his or her adviser's signature is on the official registration card. Advisers will sign your cards only after a discussion with you concerning your planned senior work. No change of advisers, topics or projects will be allowed subsequently without signed approval of your adviser(s) and the department chairman.

   Senior work (either an art history thesis or a sustained studio project in one medium — painting, sculpture, drawing or printmaking) can only be done in an area in which you have already taken course work on the college level.

2. Independent projects (AR 510 or 520) can be undertaken only in areas in which you have done previous work on the college level and have demonstrated that your mastery of the scholarly material or artistic medium is sufficient to justify independent study. In certain rare instances, exceptions to this rule will be allowed. For example, a student with sufficient art historical background who wishes to pursue an area of inquiry which is not covered in the normal curriculum might undertake an AR 510 project in preparation for senior work. A student who has completed AR 209–210 and has sufficient technical skills might choose to embark on an independent project in photography under the designation AR 520.

Administration of approvals for independent work on the 500 level

You must find an adviser to sponsor your project and submit a written proposal for consideration and approval by the entire art faculty. In the case of studio proposals you must indicate your previous experience in the study of studio art, the precise nature of your project and the work which will result from your semester's endeavor. For art history proposals, you must indicate your previous art historical study, the precise nature of the problem you wish to investigate, a bibliography of works to be used in your study and the kind of written work that will result.

All students enrolled in AR 520 or AR 720 must keep Tuesday evenings free for bi-monthly critical sessions with the studio art faculty. These sessions are required, and no exceptions or exemptions can be made.

AR 510 Advanced Studies in Art History
Supervised independent work in art history. Staff

AR 520 Advanced Studies in Studio
Supervised independent work in studio. Studio independents are required to attend regular group critiques with the studio art staff and the other senior studio independents. Staff

AR 710 Senior Independent Study in Art History
Research and presentation of a two-term thesis in a subject area of choice, but in which the student has a demonstrated competence. (AR 400.) Staff

AR 720 Senior Independent Study in Studio
Three terms of supervised independent work. All senior studio art independents will meet for regular group critiques with the studio art staff and other senior studio independents. Staff

BIOLOGY

Professors: Duncan McDonald, George Saul, Christopher Watters, Howard Woodin *Associate Professor:* C. Randall Landgren (chairman) *Assistant Professors:* John DesRosier, Thomas Root *Lecturer:* Steven Young, Adjunct Professor *Assistant:* H. Peter Wimmer

The Department of Biology offers courses which examine a broad spectrum of phenomena, ranging from life processes at the molecular and cellular levels of organization to the interrelationships of organisms with their environments. The major program enables liberal arts students to understand the biological world and prepares them for graduate and professional schools. The department is well equipped to offer laboratory study and opportunities for student research in many areas. In addition, the geographical location of Middlebury College, with thousands of acres nearby owned by the College or within the Green Mountain National Forest, provides an excellent opportunity for ecological studies.

Each student majoring in biology plans a program of courses in close consultation with a departmental adviser. Combined with the emphasis in the major program on electives, this procedure allows a student maximum flexibility in designing a program of study while providing the guidance necessary to avoid mistakes that might hamper a future career.

The major program includes BI 125, BI 250, 7 other biology courses and 4 cognate courses in chemistry (excluding CH 110), physics (excluding PH 101, 145 and 155) or mathematics (excluding MA 107). PY 301 may also be taken for cognate credit. At least 5 biology electives must be chosen from the BI 190 to 490 sequence; the remaining 2 may also include units of independent study (BI 500 or 600) and designated winter term offerings. Courses in departments other than those indicated may be acceptable for cognate credit, with the *prior* approval of the adviser and the department.

For good and sufficient reason a student may take courses at another institution towards fulfillment of the major requirements. Normally, such courses should be approved by the department well in advance of the student's registration. A maximum of 3 biology courses taken off-campus may be credited toward completion of the major.

Separate joint majors with chemistry and psychology have been developed to enable students to study aspects of both fields without taking all the courses prescribed for a separate major in either. The department also participates in the interdisciplinary environmental studies and northern studies majors. Special major programs involving biology and other fields can be arranged to suit individual needs.

Students planning careers that require graduate or professional school training involving biology should be familiar with the subject matter included in CH 103, CH 104, and CH 241, MA 112, and PH 109 and PH 110, in addition to their biology program. Some medical and graduate schools expect additional courses in mathematics and chemistry. Students who anticipate applying to graduate or professional school programs will be urged by their advisers to include appropriate courses in their program.

The department admits a limited number of graduate students as candidates for the Degree of Master of Science in Biology. The requirements of this program include research, a thesis, an oral examination and some assisting in undergraduate laboratories.

Courses designated with the symbol † may be taken without laboratory under the

following conditions: (1) The stated prerequisites for the course must be met; (2) Students majoring in biology or jointly in biology and other subjects may not count such courses toward the fulfillment of the major.

Required for a Major: BI 125 and BI 250; 7 elective biology courses, of which 5 must be chosen from the BI 190 to 490 sequence; 4 cognates chosen from chemistry, physics or mathematics and PY 301. Courses with optional laboratories must be taken with laboratories to fulfill the biology and cognate requirements. *Recommended:* see list above, advised as preparation for graduate and professional schools.

Required for a Joint Major in Biology and Psychology: see description under psychology. *Required for a Joint Major in Biology and Chemistry:* see description under chemistry. *Required for an Environmental Studies — Biology Major:* 5 upperclass biology courses including BI 190 and BI 311, 6 cognates from chemistry, geology, mathematics or physics, 5 cognates from pertinent non-science disciplines including geography, a knowledge of a modern foreign language and two senior-thesis courses in biology.

Honors Program: To qualify for Department Honors a student must have at least a B (6.0) average in departmental courses (excluding BI 500 courses which are part of the honors project).

Advanced study (BI 500) provides the basis for awarding Department Honors. The department expects that a student graduating with Honors will have completed an exceptional 500's project of two or three semesters' duration. Normally an honors 500 project entails extensive laboratory or field work. Near the end of the first term of work, the student must ask for the formation of an honors committee. The student and his adviser will invite two other members of the department to sit on the committee. Before the end of the first semester of 500's work the committee will meet to discuss the advisability of continuing the project for a second term and to establish a timetable for the remaining work.

An honors thesis and a public presentation of the research are required.

A grade of at least A− on the thesis will be required for the awarding of High Department Honors.

A grade of at least B+ on the thesis will be required for the awarding of Departmental Honors.

Proficiency Examination: students are urged to take the biology proficiency examination before starting BI 125. Those who pass the examination are excused from the BI 125 requirement for the major (and joint majors including biology), and have satisfied all BI 125 prerequisites for more advanced courses. They must take BI 250 and 8 other courses within the department (or acceptable to it), and the required cognates, to major in biology. Students who bypass BI 125 and elect a concentration in biology (see p. 00) must complete at least *four* other departmental courses. Students interested in these options should consult with the departmental chairman.

Premedical, Predental, Preveterinary Requirements: see page 100 for specific requirements.

[*BI 100 Evolution by Natural Selection: Historical Development and Current Status of an Idea]

***BI 125 Introduction to Biological Principles** Fall

A discussion of fundamental principles leading to an understanding of the biology of organisms. Topics to be discussed include relations of organisms to their environments, levels of organization from molecules to populations, cellular and species continuity, reproduction, and genetics. Laboratories will supplement and complement lectures. Students with advanced high school preparation in biology may find it advantageous to bypass this course and elect others in biology for which this course is a prerequisite. Those wishing to follow this option should take the biology AP examination or the departmental proficiency examination which is given during the fall and winter freshman orientation program. 3 hrs. lect., 3 hrs. lab., 1 hr. prelab. Mr. Landgren

BI 190 General Ecology Spring

Basic ecological principles and concepts pertaining to and governing the interrelationships among organisms, and between organisms and the physical environment. Effect of abiotic environmental parameters and biotic phenomena such as territoriality, aggression, communication, predation and parasitism on energy flow, nutrient cycling and populations. Problems of environmental modification by the human species. In-

*Foundations Course

herent ability of natural populations to expand and to control their own and other population sizes. 3 hrs. lect., 3 hrs. lab. Mr. Woodin

[BI 201 Invertebrate Biology]

†BI 203 Botany Spring

An introduction to the structure, function, development, identification and ecology of selected algae, mosses, ferns and other vascular plants. The emphasis of the course will be on the vascular plants. Their structure and function, and to a lesser extent their interactions with the environment and other organisms, will be stressed. The laboratory will be descriptive and experimental. It will include field work on and off campus. A detailed notebook of all laboratory work will be included. (BI 125, AP credit in biology, or exemption from BI 125 by departmental examination.) 3 hrs. lect., 4 hrs. lab. Mr. Landgren

BI 205 Developmental Biology Spring

An introduction primarily to animal embryology, focusing on such phenomena as fertilization, cleavage, gastrulation, morphogenesis, and cellular differentiation. Emphasis will be placed on understanding how these phenomena occur and what purposes they serve in development. Special topics covered include: the development of mammals and vascular plants and such non-embryological phenomena as metamorphosis, regeneration, and aging. Laboratory work will be devoted to the microscopical anatomy of selected vertebrate embryoes and to experimental studies of several developmental problems. (BI 125 or permission.) 3 hrs. lect., 3 hrs. lab. Mr. Watters

†BI 220 Comparative Chordate Morphology Fall

An examination of the structure and basic biology of the chordates, tracing evolutionary changes in morphology from early chordates through mammals. Most anatomical systems (e.g., skin, skeletal, muscular, urogenital, and nervous systems) are derived from basic cell types, and provide similar functions for all animals, yet exhibit a remarkable degree of variation among species due to unique biological needs and heritage. The focus of this course will be on understanding these homologous systems. The laboratories will provide considerable practical experience with preserved and living specimens, and along with other readings will be an integral part of lecture discussions. (BI 125 or permission.) 3 hrs. lect., 3 hrs. lab. Staff

BI 225 Topics in Human Genetics Fall

Lectures on methods of analyzing family histories and other means of studying the transmission of traits in human populations; the effects of changes in chromosome structure and number; twin analysis; genetic control of development; effects of inbreeding; uses of cell culture; and the causes and effects of changes in gene frequencies. Laboratory work will involve experiments, modelling, and discussions. (BI 125.) 3 hrs. lect., 3 hrs. lab. Mr. Saul

BI 230 Microbiology Fall

An introduction to the microbial world with an emphasis on the structure and function of prokaryotes. General topics to be discussed include bacterial taxonomy, metabolism, genetics and ecology. Additional areas include the physiology of specialized groups of organisms and their roles in nutrient cycling, microbial behavior and development, and the structure and replication of viruses. The laboratory will stress basic microbiological techniques as applied to the enrichment, isolation, physiology and genetics of bacteria and the manipulation of viruses. (BI 125.) 3 hrs. lect., 3 hrs. lab. Mr. DesRosier

BI 250 Organelles and Cells: an Introduction to Concepts and Methodology Spring

The biology of cells and their internal compartments or organelles, with emphasis on deriving modern concepts and understanding the methodological basis of such concepts. Topics to be discussed include: the membrane basis of compartmentation and transport; nucleic acids and their roles in replication and protein synthesis; an introduction to enzyme kinetics and intermediary metabolism; the structure, function and differentiation of such specialized cells as muscle and nerve. Laboratory work will stress experimentation and interpretation of biological data. (BI 125 or equivalent preparation; CH 103 as corequisite.) 3 hrs. lect., 3 hrs. lab.
Mr. Saul, Mr. Watters

BI 267 The Biology of Insects and Related Arthropods Fall

Insects comprise more than half the identified species of living things. This course will examine the varieties of insects and their relationships to other groups of allied invertebrates, and various aspects of their physiology and behaviour. Their importance as plant pollinators and as pests, parasites, and pathogen vectors will be discussed. The laboratory will consist of collection and identification of insects, observations of behaviour in field and laboratory, and morphology and anatomy. (BI 125 or permission.) 3 hrs. lect., 3 hrs. lab. Mr. McDonald

[†BI 270 The Biology of Birds]

†See Biology program description, paragraph 8.

BI 303 Plant Physiology Fall, Winter

A study of the life processes of higher plants. The emphasis is on the unifying principles of plant biology, including water relations, translocation, mineral nutrition, photosynthetic pathways, secondary metabolism and the influences of external and internal factors on plant growth and development. In the laboratory, work will be done in the areas of water relations, light responses, growth, hormonal regulation, and tissue culture. A formal interpretation of data and report will be required in each of these areas. (BI 203 and BI 250, or permission.) This course will be offered in the fall of 1984, and in the winter term of 1986. 3 hrs. lect., approx. 4 hrs. lab.

Mr. Landgren

BI 311 Ecosystem Analysis Fall

Theory and practical field methods of analyzing the components of nutrient cycling and energy flow in ecosystems. Interrelationships between biotic and abiotic processes that control the complete ecosystem. Emphasis placed on energy flow and the hydrologic subsystem as a carrier of cycling materials. Semester-length library research paper required. Laboratory consists of intensive weekend field studies of entire, unspoiled, drainage basin as a sample ecosystem followed by indoor analysis of collected data. (BI 190.) 3 hrs. lect., 3 hrs. lab. Mr. Woodin

BI 314 Molecular Genetics Spring

Topics for lectures and reading include the structure and function of the genetic material of prokaryotes, viruses, and eukaryotes; regulation of gene activity; and molecular models of recombination. Attention will be given to special topics of current interest, such as oncogenic viruses, cloning and fine-structure analysis of genes. Laboratory study is designed to introduce some organisms and techniques used in research and includes training in analyzing and reporting data. (BI 250.) 3 hrs. lect., 3 hrs. lab. Mr. Saul

†BI 316 Animal Behavior Spring

A review of recent topics in animal behavior in light of natural selection. Both vertebrates and invertebrates will be discussed. The adaptive significance of behavior, from the neural to the ecological level, will be stressed. Weekly laboratories will include experimental investigations, field trips, and films. (BI 125 or permission.) 3 hrs. lect., 3 hrs. lab. Mr. McDonald

BI 320 Comparative Animal Physiology Spring

The study of function at the organ/organismal level, stressing general principles and adaptation to the environment. A wide range of invertebrate and vertebrate animals will be surveyed to examine the different approaches to essentially similar physiological problems (e.g., respiration, metabolism, circulation, water and ionic balance, temperature, sensation and movement). Also studied will be unique adaptations, and relationships to extreme or unusual environments (e.g., desert, high-altitude, diving animals, air breathing fish, etc.). The laboratories will utilize a range of techniques and equipment to examine selected problems, with the emphasis on design, application and analysis of experiments. (BI 250 or permission.) 3 hrs. lect., 3 hrs. lab.

Mr. Root

[BI 325 Medical Microbiology]

BI 335 Applied Microbiology Spring

A discussion of the uses of microorganisms in human affairs, especially as applied to medicine, industrial processes, agriculture, and food and beverage production. A physiological framework will be used to discuss the processes by which microorganisms transform starting materials into useful products. In addition, the manipulation of microorganisms by genetic engineering techniques and the applications of these techniques will be covered. Students will choose their own lab projects on an aspect of applied microbiology and will present their results in a research paper. (BI 230 and BI 250.) 3 hrs. lect., approx. 4 hrs. lab. Mr. DesRosier

BI 350 Topics in Cellular Biology Fall

Emphasis on the integrative organization of cellular structure and function, especially with respect to the role of membranes in transport, regulation, recognition, synthesis and degradation, and energy metabolism. These functions will be examined in the context of current research problems which focus, for example, on the mechanisms whereby an animal virus infects and replicates within a host cell and how ATP is synthesized during oxidative and photosynthetic phosphorylation. A critical approach to the study of these phenomena will be stressed and in part will involve physical and chemical concepts and methods. Laboratory experiments and seminar discussion will implement this approach and will introduce students to current methodology. Students will critically review one primary journal reference. (BI 250 and CH 241.) 3 hrs. lect., disc. or 4 hrs. lab. Mr. Watters

[BI 401 Advanced Genetics]

BI 410 Adaptation and Evolution Fall

Following a brief introduction to the history and development of the concepts of evolution and natural selection, the mechanisms of an evidence for speciation and adaptation will be ex-

†See Biology program description, paragraph 8.

amined in some detail. The geological evidence for different hypotheses of phyletic evolution will be considered, and there will be discussion of the hypotheses concerned with the emergence of living things on our planet. Students will be asked to make occasional presentations to the class. At least one critical paper will be required. (BI 314 or BI 225.) 3 hrs. lect. and disc.
Mr. Saul, Mr. McDonald

[BI 425 Topics in Symbiology]

BI 500 Advanced Study
Fall, Winter, Spring

A project involving laboratory and/or field research or extensive library study on a topic chosen by the student and a faculty adviser. For biology majors. (Permission.) Staff

BI 750 Senior Work (Environmental Studies) Fall, Winter, Spring

Independent Study — Senior Thesis

Independent Study, normally involving a laboratory or field research project for any two of the three senior terms. Required of environmental studies majors specializing in ecology. Not open to biology majors. Staff

BI 900 Research and Thesis
Fall, Winter, Spring

Required for all candidates for the Master's degree.

See also Division of Natural Sciences.

See also Program in Environmental Studies.

See also Northern Studies.

CHEMISTRY

Professors: Robert Gleason (chairman), E. L. Pool *Assistant Professors:* Susan Kegley, Maggie O'Brien, David Reingold, Steven Sontum.

The basic program required of all chemistry majors provides a firm foundation in the fundamental principles of the discipline. Each student builds on this foundation by electing those advanced courses that best meet individual special interests and career objectives which might include secondary-school teaching, a position in industry, or study for an advanced degree in graduate or professional school. Although non-majors may take any laboratory course without the laboratory, courses constituting a part of a major in chemistry must be taken with laboratory. The Department of Chemistry is accredited by the American Chemical Society and students taking the appropriate electives may be certified by the Society.

Required for a Major: CH 103†, CH 104, CH 241, CH 242, CH 351, CH 352 plus five electives; one must be either CH 412 or CH 431 and one must be either CH 421 or CH 422; MA 112, MA 113, PH 109 and PH 110. Although a student may elect to take several units of independent study (CH 500 or CH 700) only two may be included in the five elective courses required for the major. Students with a professional interest in chemistry are encouraged to elect CH 341, CH 412, CH 431, CH 452, and two course credits of independent study; MA 201, MA 202 and GN 101 and GN 102 or RU 101 and RU 102.

Joint Major in Biology and Chemistry: Required for a major: Biology: BI 125, BI 250, and three electives in biology; Chemistry: CH 103, CH 104, CH 241, CH 242, CH 351, and CH 421 or CH 422; In addition: MA 112, MA 113, PH 109, PH 110 and three electives from biology, chemistry mathematics or physics.

Premedical, predental, preveterinary requirements: See p. 100 for specific requirements.

Honors in Chemistry: To be eligible for graduation honors in chemistry a student must have a 6.0 average (on a 10 to 0 scale, A+ through F as defined in the Handbook) in all courses in the department, excluding independent study courses (CH 500, 555, 600, and 700). In addition, the student must take at least two semesters of CH 700 and present and defend a thesis before a committee of at least three faculty members. The thesis committee will deliberate and determine a grade range for the CH 700 courses within which the thesis adviser will assign a grade. The degree of honors will be determined upon consideration of the student's average in all his/her chemistry courses (including independent study courses) and his/her grade in CH 700 as follows:

CH 700 Grade	*Course Average*	*Degree of Honors*
B or B+	6.5–10	Honors

A– to A+	6.5–7.5	Honors
	7.0–8.5	High Honors
	8.0–10	Highest Honors

A charge is made for breakage in each laboratory course. A bill for breakage is mailed at the end of each semester.

†CH 103 is the normal introductory course in chemistry. However, many students qualify to omit it by virtue of a satisfactory performance on the Advanced Placement Examination of the Educational Testing Service or the department's examination which is administered at the beginning of each term. High school students with good backgrounds in chemistry are urged to take the Advanced Placement Examination. Students who exempt CH 103 (with or without academic credit) are not obliged to substitute a chemistry elective for that course in order to complete the requirements for either the chemistry or the joint biology-chemistry major.

***CH 103 Fundamentals of Chemistry I** Fall, Spring

Fundamental principles of chemistry. Atomic theory and atomic structure; chemical bonding; stoichiometry; introduction to chemical thermodynamics and kinetics. States of matter; solutions and colligative properties. Problem drill and conferences. Laboratory work deals with testing of theories by various quantitative methods. Students with strong secondary school preparation are encouraged to consult the department chairman for permission to elect CH 104 in place of this course. 3 hrs. lect., 3 hrs. lab., 1 hr. prelab. Breakage fee. Mr. Gleason

***CH 105 Same as CH 103 but without the laboratory.**

CH 104 Fundamentals of Chemistry II Fall, Spring

Major topics include: descriptive inorganic chemistry; mass action equilibrium phenomena and calculations; electrochemistry; coordination chemistry; nuclear chemistry. Lab work includes inorganic synthesis; qualitative analysis; gravimetric and titrimetric quantitative analysis. (CH 103 or permission.) 3 hrs. lect., 3 hrs. lab., 1 hr. prelab. Breakage fee. Ms. O'Brien, Mr. Pool

CH 106 Same as CH 104 but without the laboratory.

[*CH 110 Chemistry—the Formative Years: 1800–1915]

NS 150 Environmental Science (See Division of Natural Sciences.)

CH 241, CH 242 Organic Chemistry I and II Fall, Spring

An introduction to the study of the compounds, both aliphatic and aromatic, of carbon. The approach is based on the properties of functional groups with emphasis on electronic theory and reaction mechanisms. Laboratory exercises involving synthesis of organic compounds, analysis of various classes of compounds, and identification of unknowns complement the lecture material. (CH 104 or permission; CH 241 must precede CH 242.) 3 hrs. lect., 6 hrs. lab. Breakage fee. Ms. Kegley, Mr. Reingold

CH 247, CH 248 Same as CH 241, CH 242 but without the laboratory.

CH 341 Organic Chemistry III Fall

The main focus of this course is an intensive laboratory experience in the identification of organic compounds with heavy reliance on modern instrumentation, particularly infrared and nuclear magnetic resonance spectroscopy. Experience will be gained in handling mixtures as well as single compounds. Weekly discussion of laboratory problems will permit some consideration of topics not covered in Organic Chemistry I and II. (CH 242.) 6 hrs. lab., 1 hr. discussion. Breakage fee. Mr. Reingold

CH 351 Physical Chemistry I Fall

A study of the macroscopic properties of gases, liquids, and solids. The laws of thermodynamics are developed and applied to simple chemical systems and to chemical equilibrium. Non-ideal behavior is considered from a thermodynamic perspective. Chemical kinetics is treated empirically with consideration given to the order and molecularity of reactions. Electrochemistry. (MA 113, PH 109, CH 241.) 3 hrs. lect., 4 hrs. lab. Mr. Sontum

CH 352 Physical Chemistry II Spring

A study of gases, liquids and solids from a microscopic perspective. Kinetic theory and transport phenomena are studied. Statistical mechanics and quantum mechanics are developed and applied to simple system. Spectroscopy is ex-

*Foundations Course

amined as an application of quantum theory. The microscopic nature of chemical kinetics is examined. (CH 351.) 3 hrs. lect., 4 hrs. lab.
Mr. Sontum

CH 357 Same as CH 351 but without the laboratory.

CH 358 Same as CH 352 but without the laboratory.

CH 412 Advanced Analytical Chemistry Fall
Evaluation of data; principles and theory of separations, both qualitative and quantitative, by chemical and physical methods; multiple equilibrium calculations. Instrumental methods of analysis: spectrophotometric, electrometric and others. (PH 109, CH 351.) 3 hrs. lect., 3 hrs. lab. Breakage fee. Mr. Pool

CH 421 Biochemistry Fall
An in-depth study of the structure and function of macro-molecules. The physical and chemical properties of proteins, enzymes, and nucleic acids are studied. Topics include: techniques of isolating and determining the physical properties of proteins, the biological function of enzymes and enzyme kinetics, and a physical description of the function and behavior of nucleic acids. (CH 242, CH 351, or permission; BI 125 is recommended.) 3 hrs. lect. 4 hrs. lab. Breakage fee. Ms. O'Brien

CH 422 Biochemistry Spring
A study of intermediary metabolism and energetics of biological systems. Anabolic and catabolic pathways of carbohydrate, amino acid, lipid, and nucleic acid metabolism and models for oxidative phosphorylation are studied. Molecular control, cellular localization, energetics, and mechanism are emphasized. (CH 242 (248), CH 351 or permission; BI 125 is recommended.) 3 hrs. lect. 4 hrs. lab. Breakage fee.
Ms. O'Brien

CH 427/428 Same as CH 421/422 but without the laboratory.

CH 431 Advanced Inorganic Chemistry Spring
Atomic structure. Bonding theories of inorganic chemistry, including valence bond and molecular orbital approaches; ligand field and crystal field theories for coordination complexes. Symmetry and group-theory. Reaction mechanisms for inorganic complexes. Organometallic chemistry and bioinorganic chemistry. (CH 351.) 3 hrs. lect. 4 hrs. lab. Ms. Kegley

CH 442 Advanced Organic Chemistry Spring
An extensive treatment of the relationship between structure and reactivity in organic systems. Topics will include thermodynamics, conformational analysis, kinetics, orbital symmetry, bonding theory, reaction mechanisms and selected rearrangement reactions. Mr. Reingold

CH 452 Physical Chemistry III Fall
An in-depth development of quantum mechanics and statistical mechanics as applied to chemical systems. Emphasis will be on explaining the nature of chemical principles from fundamental molecular theories. Spectroscopy will be examined in detail. Special topics also may be included, as interest warrants. (CH 352.) 3 hrs. lect. Staff

CH 500 Independent Study Project Fall, Spring
Individual study for qualified students. Permission. Breakage fee. Staff

CH 700 Senior Work Fall, Winter, Spring
Senior majors may register for two or three course equivalents. The student plans and carries out a laboratory research project generally related to current faculty research interests. This work is normally culminated by the writing of a senior thesis. Staff

CH 750 Senior Thesis (Environmental Studies) Fall, Winter, Spring

See also Division of Natural Sciences.

See also Program of Environmental Studies.

CHINESE

Associate Professor: John Berninghausen (chairman) *Lecturer:* Gregory Chiang *Instructor:* Jing Wang

The Chinese department offers a structured sequence of instruction in fundamental language skills leading to competency in modern Chinese (Mandarin). Considerable attention is given to familiarizing the student with the rich cultural heritage of China's very long history which is implicitly and explicitly transmitted and embodied by the native language of one billion people.

Besides those courses which train the student in speaking, aural comprehension, reading and writing, a few other courses de-

signed to introduce Chinese literature through English translations are available to any interested student (e.g., CS 216, CS 220, CS 225).

Required for a Major: Satisfactory completion of CS 101, CS 102/WT, CS 102 and one course from among the following three – CS 216, CS 220, CS 225 – qualifies a student for admission to the major in Chinese. Formal admission to the major program may be requested in consultation with the department chairman.

Courses required for this major include (in addition to Beginning Chinese or its equivalent) CS 201, CS 202, CS 260, CS 301, CS 302 (or equivalent), CS 401 and at least two of the following courses – CS 216, CS 220, CS 225. (Credit equivalent to CS 302 and/or CS 400 may be earned in approved study at language training programs located in Mandarin-speaking societies.) CS 475 (senior seminar) and CS 700 (senior thesis) are required during the senior year.

Depending upon the individual goals of each majoring student, supporting courses in the study of other literatures, linguistics, social sciences, etc. will be encouraged by the student's adviser. (The major in Chinese is not intended for native speakers of any Chinese dialect.)

Honors: Eligibility for departmental honors in Chinese requires a grade point average of B+ (3.3) or higher in all courses taken within the Chinese department (including any courses taken in the Chinese School's summer intensive program) as well as completion of a senior thesis or combination senior thesis/translation graded B+ or better. High Honors will be granted for an overall average in departmental courses of 3.5 or higher and a senior thesis graded A– or A. Highest Honors are reserved for students who earn a grade of A on the senior thesis and who are carrying an overall average of 3.75 or higher in their departmental coursework. (Minimum passing grade for the senior thesis is a B–.)

Generally speaking, those students who elect a major in Chinese have a strong orientation towards the study of Chinese literature as well as language. Students wishing to pursue the study of China or Chinese language in the context of some other discipline are encouraged to consider a major in East Asian Studies or a major in one of the disciplinary departments with a concentration in Chinese studies. It is also possible to do a joint major in Chinese and a social science, natural science or humanities division discipline.

Joint Major in Chinese: Courses required for a joint major taken in this department include CS 101, CS 102, CS 201, CS 202, CS 301, CS 302 (or equivalent), plus one of the following – CS 216, CS 220, CS 225, CS 475 – and one additional course chosen from among the following: SA 335, HI 331, HI 235, HI 236, HI 409, PS 220, RE 211, GG 330, AR 103, CS 400, CS 401, CS 402.

CS 101 Beginning Chinese Fall

An introduction to Mandarin (the official modern language of China, also known as *guoyu or putonghua.)* The course begins with phonetics, romanization, Chinese characters and simple vocabulary items. Sentence patterns and other fundamentals of speaking, reading and writing will be taught along with the simplified characters in use on the Chinese mainland. Written exercises, drill sessions, quizzes and tape recordings will accompany each lesson. Students will have an active knowledge of 600 Chinese characters and more than 1000 compounds by the end of CS 102. Additional drill hours to be arranged.

Mr. Berninghausen and Staff

CS 102/WT Beginning Chinese Winter

(CS 101.) Ms. Wang, Mr. Chiang

CS 102 Beginning Chinese Spring

A continuation of the fall and winter terms with accelerated introduction of vocabulary grammar, sentence patterns designed to facilitate speaking and reading. (CS 102/WT.)

Mr. Berninghausen and Staff

CS 120 Modern Chinese and Asian Fiction in Translation Fall

A selection of 20th Century novels and short stories from China, Japan and India. Chosen from works of literary merit and historic significance, the readings will include stories by Lu Xun and Mao Dun, and Ba Jin's novel, *Family.* From modern Japanese authors important novels by Kawabata, Dazai, Mishima and Tanizaki will be analyzed, while novels by Narayan and Raja Rao from India will be contrasted with novels by certain Western writers which also dealt with the turbulent changes of 20th century Asia, i.e. Pearl Buck, George Orwell, etc. The course format will be centered upon discussion of each assigned work with prefatory remarks by the instructor. Several short written analyses of the literary dimension will be required of the students. (This course is designed for sophomores and freshmen, limited enrollment.) Mr. Berninghausen

CS 201 Intermediate Chinese Fall

This course is designed to enable the student to converse in everyday Chinese and to read simple texts in Chinese (both standard and simplified characters). Discussion of assigned readings will be conducted primarily in Chinese and familiarity with the vocabulary and grammar introduced in CS 101 and 102 is assumed. Grammatical explanation, written exercises, dictation quizzes, sentence patterns, oral drill and tapes will accompany assignments. At the end of the course CS 202 students will be able to read and write approximately 1600 characters. Additional drill hours to be arranged.(CS 102.) Ms. Wang

CS 202 Intermediate Chinese Spring

A continuation of the first term's work, with the class conducted primarily in Chinese. (CS 201.) Ms. Wang

CS 216 Traditional Chinese Fiction in Translation Fall

A general survey of Chinese narrative tradition. This course introduces some major works of classical Chinese short stories and full-length novels, ranging from ancient tales of the supernatural (from the Six Dynasties period 420–589 AD) up to the well-known 18th century masterpiece, *Dream of the Red Chamber* by Cao Xueqin. Topics addressed will include the historiographical tradition, mixed proso-lyrical composition and episodic narration. Critical problems such as narrator's point of view, oral storytelling as a tradition and the development of the short story as a genre will be examined with reference to a comparative look at the rise of bourgeois literature in the 14th century — Boccaccio in Italy, Chaucer in England and professional storytellers in China. Ms. Wang

CS 225 Classical Chinese Poetry in Translation Spring

A survey course designed to introduce Chinese poetics as well as major works from one of the world's longest and most brilliant poetic traditions. Poetry from as early as 1100 BC will be studied as origin of poetic developments extending all the way up to the Tang Dynasty (7th to 9th century AD). Attention will be given to the aesthetics of landscape poetry in China compared to English Romanticism, the relations between poetry and religion (Taoism, Buddhism, Zen Buddhism), and the influence of Chinese poetic sensibility upon modern Anglo-American poetics (concrete poetry, projective verse). Readings from *The Book of Poetry,* folk ballads, Cold Mountain (Han Shan), Tu Fu, Li Po, Wang Wei, Po Chu-yi, Li Shang-yin. Ms. Wang

CS 260 Introduction to Literary Criticism and Analysis Spring

Starting with an examination of several historically important works of critical theory, this course seeks to better acquaint the student with a variety of different approaches that may be applied to the analysis of literary texts. Although poetry and poetics will be touched upon, this course will center more on the discussion of critical methods used in analyzing literary prose narratives as well as application of those methods by students in the analysis of selected works of fiction. Discussion format with limited enrollment. (This course is also listed as LS 260).

Mr. Berninghausen

CS 301 Advanced Chinese (Modern Chinese) Fall

This course aims at further development of overall language proficiency through extensive reading of selected texts representing a wide variety of styles and genres. Classes will be conducted entirely in Chinese except for occasional use of English by the instructor to provide a quick solution to problems of definition. The main text will be *Xiandai Huawen Duben* (Intermediate Reader in modern Chinese) with supplementary readings from newspapers, magazines and other documents. (CS 202 or equivalent.)

Mr. Chiang

CS 302 Advanced Chinese (Modern Chinese) Spring

A continuation of the first term's work with greater emphasis placed on reading works of a literary nature. (CS 301 or equivalent.)

Mr. Chiang

CS 400 Advanced Readings and Conversation (Modern Chinese) Fall

This course is designed to further improve advanced language competency of relatively pragmatic chinese. Reading and discussion of a wide variety of contemporary materials chosen with the needs of students about to live and study in a chinese-speaking country given special emphasis. (CS 302.) Mr. Berningheusen

CS 401 Classical Chinese: Introduction to Wenyan (In Chinese) Fall

A new approach to the traditional written language of China emphasizing grammatical differences from modern Chinese, vocabulary and style. Transformational drills, sentence construction, reading, translation into modern Chinese and compositions which highlight the interaction between *wenyan* and *baihua* will be included. All lessons will be accompanied by language laboratory tapes. (CS 302 or equivalent.) Mr. Chiang

CS 402 Classical Chinese: Introduction to Wenyan (In Chinese) Spring

A continuation of CS 401, in the second semester this course will lead the student from work in prepared materials to reading a variety of ancient Chinese texts as well as a few examples of *wenyan* and semi-*wenyan* writings. (CS 401.)
Mr. Chiang

CS 425 Seminar on Contemporary Culture and Language (in Chinese) Fall

Intensive study of significant readings in Chinese culture and language along with a few literary texts. Emphasis will be given to further developing the student's writing skills while maintaining oral fluency. Several compositions required. Videotapes will accompany this course. (CS 400 or equivalent.) Mr. Chiang

CS 475 Senior Seminar on Chinese Fiction (in Chinese) Spring
Staff

CS 700 Senior Thesis Fall
Staff

CS 700/WT Senior Thesis Winter
Staff

See also Division of Foreign Languages: FL 266 and Interdisciplinary Major in East Asian Studies.

CLASSICAL STUDIES PROGRAM

The Classical Studies Program is a course of study designed to offer a broad, rigorous general education based on the careful study of fundamental Classical works. This study is in its nature an interdisciplinary one, since the fundamental Classical works are works of history, philosophy and literature and are written in Greek and Latin. The interdisciplinary nature of the study is reflected in this program by a teaching staff which includes faculty in the departments of Classics, Philosophy, Political Science, English, American Literature, Religion, and Art.

The Classical Studies Program aims to cultivate historical perspective, theoretical rigor, literary sensitivity and taste, and linguistic expertise; and it aims to acquaint students intimately, through the cultivation of these capacities, with the fundamental and enduring works which have informed the culture of the West.

Honors: B average or better in courses taken for the major. B+ or better in Senior Seminar *and* in General Examination or Senior Essay.

Required for the major in Classical Studies:

A. ***CL 150 The Ancient Epic *and***
***PS 101 Introduction to Political Science**

B. Seven courses in Classical Studies chosen from the following:

CL 112 Introduction to Ancient Society: The Greeks
CL 113 Introduction to Ancient Society: The Romans
***CL 121 Classical Tradition of Liberal Arts and Sciences**
***CL 152 Greek Tragedy**
[CL 155 Greek and Roman Comedy]
***CL 216 History of Greece**
[CL 217 History of the Roman Republic]
[CL 220 Greek Science]
[CL 317 Plato]
[CL 450 History of Greek Literature]
[AR 311 Ancient Art]
AR 312 Roman Art
EL 227 Greek Comedy
***PA 201 Ancient and Medieval Philosophy**
PS 317 Classical Political Philosophy
PS 409 Seminar in Political Philosophy
***RE 200 Foundations of Western Religious Life and Thought**

C. Four courses in Greek or four courses in Latin chosen from:

[CL 101 Beginning Latin]
[CL 202 Intermediate Latin]
CL 103 Beginning Greek
CL 204 Intermediate Greek
CL 301 Latin Prose
[CL 302 Latin Poetry]
CL 303 Greek Poetry
CL 304 Greek Prose
CL 401 Readings in Latin Literature I
CL 402 Readings in Latin Literature II
CL 403 Advanced Greek Poetry

*Foundations Course

CL 404 Advanced Greek Prose

D. **[CL 420 Seminar in Classical Literature]**

E. **CL 700 Senior Essay** *or*
CL 701 General Examination

CLASSICS

Professor: William Harris *Associate Professors:* Eve Adler (chairman), Ursula Heibges *Instructor:* Diane Legomsky

The Classics department's core of courses in English offers a broad introduction to the study of Classical culture, with special emphasis on the close interdependence between the Classical Studies and the various arts and sciences. Intensive introductory courses in Greek and Latin prepare students rapidly for reading in the Classical languages; advanced courses in Greek and Latin are devoted to the close study of literary, philosophical and historical texts.

Required for the major in Classics: 10 courses in Greek and Latin (normally 6 in one language and 4 in the other), including one Senior Seminar (CL 420); 3 courses in Classics in translation chosen with department approval; either CL 705 (Senior Essay) or CL 706 (General Examination).

Honors: B average or better in courses taken for the major. B+ or better in Senior Seminar *and* in General Examination or Senior Essay.

COURSES IN ENGLISH

[CL 112 Introduction to Ancient Society: The Greeks Fall

This course is designed to introduce the student to a wideranging view of the Hellenic world which includes literature, history, social attitudes, science and the daily specific fabric which makes Greek life in the ancient world different from every other period. A reading list embracing ancient sources read in English, and individual research on specific topics of interest to the student or akin to his major, are the framework of the term's work. Topics are presented, directed specifically toward the class as accumulating information, in hour long sessions, followed by comment, criticism and review, by the group and the professor, who will present some topics of his own as a member of the class. The course is directed toward students who can work on their own, but want to share their findings in an interested seminar setting. Mr. Harris

CL 113 Introduction to Ancient Society: The Romans Spring

Description is as above. Note that neither course is prerequisite for the other, but the two taken together should provide a synoptic view of the old Mediterannean world. Mr. Harris

***CL 121 The Classical Tradition of the Liberal Arts and Sciences** Spring

A study of major literary and philosophic works which address themselves to the essential and enduring problems of liberal education. The reading will be organized both historically and by topics: Socrates and Athens; rhetoric and Rome; pagans and Christians, ancients and moderns. Works by Plato, Aristophanes, Xenophon, Cicero, Quintilian, Augustine, Bacon, Vico. Ms. Adler

***CL 150 The Ancient Epic** Fall

The course will concentrate on the epic poets' contending teachings about human greatness and human happiness: What is the character of human strivings after glory and immortality? Is the true domain of heroism to be found in war, in the family, in philosophic contemplation, or in political rule? Texts: Homer, *Iliad* and *Odyssey;* Lucretius, *On the Nature of Things;* Vergil, *Aeneid; Epic of Gilgamesh.* Ms. Adler

***CL 152 Greek Tragedy** Spring

Tragedy, as a literary genre and as a representation of the truth about human life, will be approached through close study of selected tragedies of Aeschylus, Sophocles and Euripides. Ms. Legomsky

[CL 155 Greek and Roman Comedy]

***CL 216 History of Greece** Fall

A study of the major political and social developments of the Greek world from the collapse of the Mycenaean world to the age of Alexander the Great, and in particular, the history of Athens from Solon to the overthrow of democracy under the Thirty. The chief texts for this course will be the writings of the Greek historians, especially Herodotus and Thucydides. Ms. Legomsky

[CL 217 History of the Roman Republic]

[CL 220 Introduction to Greek Science]

[CL 317 Plato]

*Foundations Course

[CL 450 History of Greek Literature (In Translation)]

GREEK

CL 103 Beginning Greek Fall

An intensive study of the grammar and syntax of simple Attic prose and poetry and a close reading of selected passages from 5th and 4th century B.C. Greek authors. 3 hrs. per week.
Ms. Adler

CL 204 Intermediate Greek Spring

A continuation of CL 103. Completion of the rudiments of Attic grammar and syntax, with emphasis on vocabulary building and reading comprehension of more complex texts. The second half of the course is devoted to reading short texts in their entirety such as Lysias' speech *For Eratosthenes* and Plato's *Defense of Socrates.* (CL 103 or placement examination.) 3 hrs. per week.
Ms. Legomsky

CL 206 Intermediate Biblical Hebrew]

CL 303 Greek Poetry: Homer Fall

An intensive reading of selected books of the *Iliad* and the *Odyssey.* (CL 204 or placement examination.) 3 hrs. per week.
Staff

CL 304 Greek Prose Spring

Reading selected from Herodotus, Thucydides, Xenophon, Plato. (CL 204 or placement examination.) 3 hrs. per week.
Staff

CL 403 Advanced Greek Poetry Fall
Staff

CL 404 Advanced Greek Prose Spring

[CL 452 History of Greek Literature]

LATIN

[CL 101 Beginning Latin]

[CL 202 Intermediate Latin]

CL 301 Latin Prose Fall

The aim of this course is to aid students in achieving a reasonably fast technique of reading Latin prose. Reading will include the language of military commentary (Caesar), the cultivated essay (Pliny), biography (Suetonius), historical commentary (Tacitus), novel (Petronius), as well as selections from minor and technical authors not often looked into. The course should considerably improve reading technique, and at the same time confer a wide range of impressions about Roman society and the Roman idea of how things work.
Mr. Harris

CL 302 Latin Poetry Spring

Close study of works selected from Roman epic, lyric and satiric poetry.
Staff

CL 401 Readings in Latin Literature I Fall

The course will address itself to extensive readings in major authors, tailoring itself to the specific needs of the students.
Mr. Harris

CL 402 Readings in Latin Literature II
Spring
Staff

SENIOR COURSES

[CL 420 Seminar in Classical Literature]

CL 700 Senior Essay for Classical Studies Majors Fall, Spring
Staff

CL 701 General Examination for Classical Studies Majors Spring
Staff

CL 705 Senior Essay for Classics Majors Fall, Spring
Staff

CL 706 General Examination for Classics Majors Spring
Staff

COMPUTER SCIENCE

The program in Computer Science at Middlebury is designed with two goals in mind:

- to provide the necessary skills to understand and appreciate how the computer is used in various disciplines
- to provide a solid foundation in computer science

The first of these goals is achieved by having the computer be an integral part of many courses in different departments. In some disciplines the computer is used to provide additional learning opportunities, as in philosophy where the computer provides assistance in developing skills in symbolic logic. In areas like economics, psychology, and geography, the computer is used extensively for statistical analysis of data. In the natural sciences it has become an integral part of most laboratory courses,

with students using programs for data analysis and simulation. In addition to this, students from all departments use the computer text preparation facilities for term papers and senior theses. All of this is designed to allow the computer to fit naturally into the curriculum and to allow students to learn to use the computer as an effective tool regardless of their major.

The second of these goals is met by 5 computer science courses. These are: MA 103 (Introduction to Computers), MA 213 (Programming I), MA 214 (Programming II), MA 323 (Computer Systems and Assembly Language Programming), and MA 325 (Data Structures and File Processing). Detailed descriptions of these courses are listed under Mathematics (below). In general terms, MA 103 and MA 213 provide two distinctly different introductory courses. It is expected that students desiring a single course which provides a broad overview of computing and computers will elect MA 103. Students desiring an in-depth knowledge of computers and programming methodology, or those who wish to fulfill a concentration in computer science will elect MA 213. The remaining three courses are designed to expand a student's programming skills and understanding of important concepts in computer science. The sequence MA 213, MA 214, MA 323, MA 325 closely follows the Core Curriculum in Computer Science as recommended by the Association for Computing Machinery. In addition students may do additional independent work (MA 500) in computer science, or as a mathematics major select a computer science topic for the senior thesis (MA 704). Thus, even though Middlebury does not offer a major in computer science, students are able to take core courses in this area and to be well-prepared for further study in computer science or a related discipline.

A number of concentrations have been designed around the core sequence. Each begins with MA 213, MA 214, and MA 325, which together provide a thorough understanding of important concepts and techniques in computer science. The fourth course in the concentration may be taken from any of several related areas and is designed to introduce the student to one of the many areas of study in which the computer has become an indispensable tool. These courses include MA 200, MA 310, MA 311, MA 315, MA 318, and MA 323.

CREATIVE AND EXPOSITORY WRITING

The College Requirement in Writing: During the freshman year, each Middlebury student must take a one-semester course which has an emphasis in writing. Departments in all divisions offer such courses. The student with a special interest in creative writing may satisfy this general college requirement by taking an introductory course in the writing of poetry or fiction that will also serve as a prerequisite for additional creative writing courses. (See Freshman Writing Program on p. 000 for further information.)

The Courses Offered in Creative Writing: Sequences of courses are offered in poetry, fiction, nonfiction, and playwriting. As a junior or senior, a student may apply to do further writing as independent study. A major in English or American Literature and Civilization may undertake an Honors project in creative writing in poetry or fiction or a combination of the two, in the senior year. (See American Literature and English copy for specific course information.)

The Concentration in Creative Writing: Students majoring in disciplines outside the humanities may satisfy the concentration requirement by taking a concentration in creative writing which includes an introductory course, an intermediate course, an advanced workshop, and a course in the study of literature selected from a group of designated courses in English or American literature. Interested students may elect a further independent study course.

Bread Loaf Writers' Conference and Bread Loaf School of English: Qualified students may apply for scholarships and have access to summer programs offered at the Bread Loaf Writers' Conference, the Bread Loaf School of English and the Bread Loaf School in Oxford.

PROGRAM IN EAST ASIAN STUDIES

Participating faculty: Mr. Lopez, Chairman (Religion), Mr. Berninghausen, (Chinese Language and Literature), Mr. Chiang (Chinese Language and Culture), Mr. Clifford (History), Ms. Endicott-West (History), Mr. Illick (Geography), Ms. McDermott (So-

ciology/Anthropology), Mr. Miyaji (East Asian Languages and Culture), Ms. Powell (Art), Mr. Rosenberg (Political Science), Ms. Wang (Chinese Language and Literature).

The East Asian major is designed for those students who wish to undertake an interdisciplinary approach to this region of great historical and contemporary importance. The term "East Asia" refers to China, Japan and Korea, and the program's intellectual integrity stems from the fact that all parts of the region have been formed, to one degree or another, under the powerful stimulus of high Chinese culture. The course of study required by this program is grounded in at least three years of Chinese or Japanese language studies and includes courses to be taken in several different departments which will explore connections among the art and literature, history, intellectual heritage, social organization and cultural values of East Asian peoples.

Requirements for an East Asian Studies Major: The East Asian Studies major will be expected to acquire basic language proficiency, oral and written, in either modern Chinese or Japanese.* (See Section II of both Alternatives A and B below.) Coursework in spoken and written Chinese may be taken at Middlebury during the regular academic year, in the Middlebury summer intensive program and with the approval of the Chinese department chairman some language study at the level of CS 302 or higher may be taken at certain language training programs or centers in Taiwan, the People's Republic of China, Hong Kong or Singapore (see Alternative B).

Each EAS major is expected to select a probable senior thesis adviser from the faculty members participating in this program and to discuss his/her proposed course of study with the program chairman and the senior thesis adviser by the junior year. In most cases, it will be necessary for the EAS major to take one or two courses during the fall semester of the junior year to gain extra methodological preparation for researching and writing the senior thesis. (The program chairman may require an EAS major to take EA/HI 415 in the fall of the junior year depending on the student's needs.)

In this program, departmental Honors for majors will be awarded as follows: *Honors* for a thesis graded B+ or higher with at least a 3.3 average in all EAS courses, *High Honors* for thesis graded A– or A with at least a 3.55 average in all EAS courses, *Highest Honors* for an A thesis with at least a 3.7 average in EAS courses. B– on the thesis is the minimum passing grade.

*At present, Japanese language courses are not offered during the regular academic year. However, coursework in spoken and written Japanese leading to sufficient proficiency in that language may be taken during the summer at the Middlebury summer intensive program and with the permission of the chairman of the program and the senior thesis adviser at an approved language training program in Japan.

MASTER LIST

Content courses which may be counted towards a major in East Asian Studies. (Please note that the list is subject to periodic revision.)

AR 103	**Introduction to Far Eastern Art**
CS 120	**Modern Chinese and Asian Fiction in Translation**
CS 216	**Traditional Chinese Fiction in Translation**
CS 225	**Classical Chinese Poetry in Translation**
CS 425	**Senior Seminar in Chinese Culture and Civilization (in Chinese)**
CS 475	**Senior Seminar in Chinese Fiction (in Chinese)**
GG 330	**South and East Asia (Geography)**
HI 235	**Modern East Asia, 1750–1912**
HI 236	**Modern East Asia, 1912–1976**
HI 331	**Imperial China**
HI 333	**Chinese Intellectual History**
HI 334	**Chinese Institutional History**
HI 335	**Traditional Japan**
HI 409	**Reading in Asian History**
PA 253	**Confucianism and the Confucian Tradition in East Asia**
PA 256	**History of Japanese Thought**
PS 220	**Asian Politics**
RE 115	**Introduction to Eastern Religious Life and Thought**
RE 211	**The Buddhist Tradition: China and Japan**

RE 215 Shinto: Japanese Indigenous Religious Beliefs
SA 335 Chinese Society and Culture

ALTERNATIVE A

Section I. Each East Asian Studies major electing this option (Alternative A) will take a total of eight courses from no fewer than four disciplines (i.e., four different departments). Other courses may, with the permission of the program chairman, count towards the major.

Required of all majors under this option:
HI 331 Imperial China

Plus *one* of the following:
RE 215 Shinto: Japanese Indigenous Religious Beliefs
HI 335 Traditional Japan
PA 253 Confucianism and The Confucian Tradition in East Asia
PA 256 History of Japanese Thought

Plus *one* of the following:
SA 335 Chinese Society and Culture
PS 220 Asian Politics
GG 330 South and East Asia
HI 235 Modern East Asia, 1750–1912
HI 236 Modern East Asia, 1912–1976

Plus *two* of the following:
AR 103 Introduction to Far Eastern Art
PA 251 Japanese Philosophy in Literature I
PA 252 Japanese Philosophy in Literature II
RE 115 Introduction to Eastern Religious Thought
RE 211 The Buddhist Tradition: China and Japan
RE 215 Shinto: Japanese Indigenous Religious Beliefs
CS 120 Modern Chinese and Asian Fiction in Translation
CS 216 Traditional Chinese Fiction in Translation
CS 225 Classical Chinese Poetry in Translation
CS 475 Senior Seminar in Chinese Fiction (in Chinese)

Plus a course chosen in consultation with the program chairman that is judged likely to provide extra preparation in a specific discipline or methodology for writing the EAS senior thesis. Often taken in the fall of the junior year, it may be taken in the preceding spring semester. Among the possible choices would be AR 400, CS 260, HI 424, PA 231, PS 404, RE 210, SA 356.

Plus *two* additional courses selected from the master list above.

Section II. A total of six regular semester courses in Chinese language instruction plus one winter term course between CS 101 and CS 102 will normally be required of the East Asian studies major.

CHINESE LANGUAGE COURSES
CS 101-102 Beginning Chinese Fall, Winter, Spring
CS 201-202 Intermediate Chinese Fall, Spring
CS 301-302 Advanced Chinese Fall, Spring

Any student majoring in this program is required to complete a minimum of four semesters of Chinese language (or Japanese language) instruction — CS 101-102, 201 and 202 (or JA 101-102, 201 and 202) *prior* to the start of the senior year. It is, however, strongly recommended that the full six semesters of Chinese (or Japanese) up to and including CS 302 or JA 302 be completed by the junior year if at all possible.

Section III. During the first month of the fall semester, each East Asian Studies senior will declare a thesis topic (in consultation with the chairman of the EAS Program and the thesis adviser) which seeks to explore one central problem or question within a closely defined scope and limited area/time period/methodological framework. In most cases, some primary or secondary sources in an East Asian language are to be covered in the thesis. A rough outline and bibliography showing what materials the student intends to use to research his/her thesis topic is to be given to the program chairman by October 7. A series of colloquia will afford each major the opportunity to present preliminary findings to faculty and students during the second half of the fall semester and winter term. At least one completed copy of the senior thesis to be submitted to the program chairman no later than noon on the last Friday of

winter term classes. Two bound copies are to be given to the program chairman by the first week of the spring term. A thesis that is submitted late will not be eligible for Honors.

EA 700 Senior Thesis Fall
Staff

EA 700/WT Senior Thesis Winter
Staff

ALTERNATIVE B

Section I. Each East Asian Studies major electing this option (Alternative B) will take a total of six courses from no fewer than four disciplines (i.e., four different departments). Other courses may, with permission of the program chairman, count towards the major.

Required of all majors under this option:
HI 331 Imperial China

Plus *one* of the following:
RE 215 Shinto: Japanese Indigenous Religious Beliefs
HI 335 Traditional Japan
PA 253 Confucianism and the Confucian Tradition in East Asia
PA 256 History of Japanese Thought

Plus *one* of the following:
SA 335 Chinese Society and Culture
PS 220 Asian Politics
GG 330 South and East Asia
HI 235 Modern East Asia, 1750–1912
HI 236 Modern East Asia, 1912–1976

Plus *one* course in art, philosophy, religion or literature included on the master list above.

Plus a course chosen in consultation with the program chairman that is judged to provide extra preparation in a specific discipline or methodology for writing the EAS senior thesis. Often taken in the fall of the junior year, it may be taken in the preceding spring semester. Among the possible choices would be AR 400, CS 260, HI 424, PA 231, PS 404, RE 210, SA 356.

Plus *one* additional course selected from the master list above.

Section II. The East Asian major who has chosen Alternative B will complete a total of five regular credits plus one winter term credit in the Chinese language training program (listed below) preparatory to direct cultural experience and intensive language training in an approved structured program in Taiwan, Singapore, Hong Kong, or the People's Republic of China. The overseas language and cultural course work should earn either 4 or 5 credits depending upon whether the student goes for the spring term or winter term plus spring term (probably during the junior year). Study in Japan of the Japanese language (at the 300 level) is a possible alternative and would, if approved, require the student to complete JA 202 prior to taking a semester plus winter term intensive language study in Japan (probably during the junior year) and to follow the same other requirements outlined in Alternative B.

CHINESE LANGUAGE COURSES

CS 101-102/WT-102 Beginning Chinese
Fall, Winter, Spring
CS 201-202 Intermediate Chinese
Fall, Spring
CS 301-302 Advanced Chinese
Fall, Spring
plus other language credits earned in East Asia.

Section III. During the first month of the fall semester, each East Asian Studies senior will declare a thesis topic (in consultation with the thesis adviser) which seeks to explore one central problem or question within a closely defined scope and limited area/time period/methodological framework. In most cases, some primary or secondary sources in an East Asian language are to be covered in the thesis. A rough outline and bibliography showing what materials the student intends to use to research his/her thesis topic is to be given to the program chairman by October 7. A series of colloquia will afford each major the opportunity to present preliminary findings to faculty and students during the second half of the fall semester and winter term. At least one completed copy of the senior thesis to be submitted to the program chairman no later than noon on the last Friday of winter term classes. Two bound copies are

to be given to the program chairman by the first week of the spring term. A thesis that is submitted late will not be eligible for Honors.

EA 500 Independent Study Fall, Spring

EA 700 Senior Thesis Fall
Staff

EA 700/WT Senior Thesis Winter
Staff

N.B.: Given the interdisciplinary nature of this major, East Asian Studies is not an appropriate choice for one-half of a joint major. Students wishing to take a joint major in a discipline (social science, natural science or humanities) combined with Chinese language should consult the Chinese department.

ECONOMICS

Professors: Michael Claudon (chairman), Richard Cornwall, David Smith *Associate Professor:* Paul Sommers *Assistant Professors:* Paul Albanese, David Audretsch *Christian A. Johnson Distinguished Visiting Professor:* David C. Colander *Visiting Instructor:* Sheldon Sax

I. THE MAJOR

Beginning with the Class of 1984, the Economics major consists of four sequences.

Introductory Sequence: EC 150, EC 155, MA 112, and MA 113. Neither EC 150 nor EC 155 assumes any prior exposure to economics, but both courses presume a thorough working knowledge of algebra and of elementary calculus.

NOTE: No student who receives a grade below C– in *either* EC 150 or EC 155 will be admitted into the Intermediate Theory Sequence without permission.

Quantitative Sequence: EC 210 and EC 211. Students must pass EC 210 with at least a C– to be admitted to EC 211 without permission. MA 105, a Foundations course is particularly good preparation for EC 210.

Intermediate Theory Sequence: EC 350 and EC 355. MA 113 is a prerequisite for EC 355 and EC 350. MA 113 and EC 350 may be taken concurrently.

NOTE: It is important that these three sequences be completed by the end of the fall term, junior year.

Elective Sequence: At least four electives, two of which must be at the "400" level. One 400-level course must be completed at Middlebury.

Honors: Seniors interested in earning Honors in economics may enroll in EC 800 during fall and winter terms or during winter and spring terms. In the latter case, the thesis is due by April 1. To enroll in EC 800, students must have completed the three nonelective sequences by the beginning of the fall term, senior year, and must have earned at least a B average in economics courses.

Honors for Joint Majors: Students completing a joint major in economics and a related discipline who aspire to earn Honors in economics must either (i) complete EC 800 Senior Research for Honors in addition to the other joint major requirements or (ii) complete the related department's senior thesis program. Honors candidates choosing option (ii) are required to (a) find an adviser in the Economics Department, (b) submit a final copy of the thesis to the coordinator of EC 800 on the due date set for students in EC 800, and (c) defend the thesis during a seminar presentation in the Economics Department. Candidates choosing either option must meet the minimum grade requirements for Honors in economics: a B average (grade point of 6.0 on the 10 point scale) in courses taken for the joint major and a B+ on the thesis.

International Major: MA 112, MA 115, EC 150, EC 155, and as many as possible from EC 210, EC 211, EC 350, EC 355; two electives and up to two equivalents of EC 210, EC 211, EC 350 or EC 355 at a Middlebury School Abroad or an approved equivalent; one 400 (or 704) and one 500 (fall + winter term) course based on work abroad, plus an advanced course in the Language Department. Minimum of ten courses.

International Politics and Economics Major: See p. 174 of this catalog.

II. ECONOMIC CONCENTRATIONS

The following courses are not considered as applied economics courses, and therefore

do not fill such a requirement in any economics or interdepartmental concentration involving economics: EC 100, EC 210, EC 211, EC 315, and EC 410.

III. POST-GRADUATE PREPARATION

Persons considering graduate programs in economics are urged to complete the first three sequences plus EC 410 and either MA 315 or MA 318.

Aspirants to M.B.A. programs are urged to complete the first three sequences plus EC 315 and EC 320.

Law school candidates are strongly urged to take EC 315.

Because of the widespread use of computers in both M.B.A. and Ph.D. programs, majors should become familiar with computer programming by completing MA 103 and preferably MA 213.

EC 100 Basic Elements of the American Economy Fall, Spring

The course will involve a broad coverage of the historical background and central factors in the price-directed American economy. It will involve a study of our European heritage of economic ideas; Demand and Supply, along with relevant applications; the economic activity of firms and consumers as portrayed in theory and practice; money and the monetary history of the U.S.; and a limited analysis of national economic aggregates. The course is designed to serve the interests of freshmen and sophomores. It will not count toward the Economics major. No mathematics capability is expected. (Juniors and seniors by permission. Students who have completed either EC 150 or EC 155 will not receive credit for EC 100.) Mr. Smith

EC 150 Introductory Economics (Macro) Fall, Spring

An introduction to the analysis of such macroeconomic problems as inflation; employment levels; the role of money, taxation and spending; and resource use and conservation. (Working knowledge of algebra.) Staff

EC 155 Introductory Economics (Micro) Fall, Spring

An introduction to the analysis of such microeconomic problems as price formation (the forces behind demand and supply); market structures, from competitive to oligopolistic; the distribution of income; and public policy options bearing on these problems. (Working knowledge of algebra.) Staff

EC 210 Economic Statistics Fall

Basic methods and concepts of statistical inference with an emphasis on economic applications. Topics include probability distributions, random variables, estimation and hypothesis testing including contingency table analysis. A weekly one-hour lab at the computer center is part of this course in addition to three hours of class meetings per week. (MA 112.) Mr. Sommers

EC 211 Economic Statistics: Introducton to Regression Analysis Spring

Introduction to the theory of finding a relation between one dependent variable and several independent variables. Topics include hypothesis testing, transformation of variables, dummy variables, serial correlation and bias due to simultaneity. Critical analysis of examples of regression analysis as well as a project requiring regression are important parts of the study. Applications of statistical methods include portfolio theory, tests of random walk hypotheses, choice under uncertainty, and alpha-beta analysis of stock prices. A weekly one-hour lab at the computer center is a required component of this course. (EC 210.) Mr. Audretsch

EC 300 Current Problems in Economic Policy Spring

An analysis of the currently popular "solutions" to unemployment, growth, the deficit, and the debt crisis. Topics such as supply side economics, industrial policy, incomes policies, gold standards, and proposals for restructuring debt will all be considered. (EC 150 and EC 155.) Mr. Colander

EC 310 Economics of Investing in Securities Fall

This course looks at the perils and promises for investors in financial securities. We explore the range of securities currently available to investors and the wisdom offered by economics on various investment strategies. Theories of choice under uncertainty, portfolio theory and beta analysis are developed. (EC 150 and EC 155.) Mr. Cornwall

EC 315 Accounting Fall, Spring

A study of the accounting procedures used by proprietorships and corporations, with maximum attention to theoretical considerations involved. (This course is best deferred until senior year by students seeking graduate school in business or law.) Mr. Smith

EC 320 The Corporation Spring

A study of the economic and social roles played by the corporation; a study of the use of accounting data in corporate decision making;

and a study of the human productivity aspects involved in the corporation. (EC 150, EC 155 and EC 315.) Mr. Smith

EC 325 Population Economics Fall

Economic theory is applied to an analysis of the historical process known as the demographic transition. Emphasis will be placed on investigating economic theories of fertility determination, the role of changes in tastes or preferences in explaining changes in family size, and interdisciplinary approaches which expand the scope of economic analysis. (EC 155.) Mr. Albanese

EC 350 Macroeconomic Theory Fall

Macroeconomic theory provides a framework in which the major forces affecting interest rates, unemployment, inflation and growth can be isolated and their influence on aggregate activity analyzed. It considers whether it is possible to control the aggregate economy providing a basis for understanding many of the economic policy debates emanating from Washington. (EC 150, EC 155, MA 112 and MA 113. MA 113 may be taken concurrently.) Mr. Colander

EC 355 Microeconomic Theory Spring

Microeconomic theory concentrates on the behavior of the household (the consumer) and the firm (the producer). The former underlies the theory of demand and the latter underlies the theory of supply. Together the theories of supply and demand help illumine contemporary economic problems (gasoline rationing, sex discrimination in the labor market, the food stamp program, cartelized industries, for example). (MA 112, MA 113 and EC 155.) Mr. Sommers

[EC 360 Industrial Organization]

EC 365 Environmental Economics Fall

An examination of the problems which must be resolved as society considers the costs of preserving or improving its environment versus the benefits from such expenditures. (EC 100 or EC 150 or EC 155 or permission.) Mr. Smith

EC 385 Labor Economics Spring

A study of the economics of manpower and the labor market; the role of unions; labor legislation. (EC 150 and EC 155.) Mr. Sax

EC 394 The Economics of Natural Resource Management Fall

The optimal use of natural resources is examined from the theoretical framework based on microeconomic models and welfare economics. Particular emphasis is given to the issues of energy economics and the optimal depletion of scarce resources. The validity of benefit-cost analysis as a means of resource allocation will be evaluated. (EC 150 and EC 155.) Mr. Sax

[EC 404 Topics in Economic Theory and Policy]

[EC 410 Econometrics]

Offered in spring of even-numbered years.

EC 420 The Economics of Development Spring

An analysis of the origins of economic growth and the structural changes which occur in the course of economic development. The current experience of underdeveloped countries will be compared with the historical experience of developed countries. (EC 210 and EC 350 or permission.) Mr. Albanese

[EC 430 Inequality and Poverty]

Offered in 1985-86.

This is a survey course of topics concerning the distribution of income and wealth in a mixed capitalist economy such as the United States. Topics covered will include most of the following: facts of the distribution of income and wealth, Markov chain and other models of social mobility, wealth inequality and taxation, negative income taxation and related antipoverty policies, human capital analysis and minimum wages. (EC 210 and EC 355 or permission.) Mr. Sommers

[EC 440 The Economics of International Trade]

EC 445 International Finance Fall

An analysis of the monetary aspects of international economics with attention being given to balance of payments and currency valuation theory and policy formation, and to macroeconomics of open economies within current and past institutional frameworks. (EC 350.) Mr. Claudon

EC 450 History of Economic Thought Spring

This course offers an historical and analytical perspective on the social innovation of the conceptual frameworks we use to understand wealth and scarcity. We look at who invented economic ideas, what might have stimulated this invention and what the role is of ideology in the development of economic theories. (EC 350 and EC 355.) Mr. Cornwall

EC 455 Industrial Strategies Spring

An analysis of industrial decision-making within a framework involving the decision sciences and microeconomic theory. The course will apply microeconomic optimization techniques, regression analysis, and forecasting techniques to managerial decisions aimed at achieving a firm's established goals. (EC 210 and EC 355 or permission.) Mr. Claudon

EC 465 Public Policy Toward Business Fall

This course examines the role of government in controlling business. Two different means of public intervention are investigated — economic regulation and antitrust policy. The first half of the course introduces economic regulation of free market activity and the recent regulatory reform movement in the 1970s. In the second half of the course, the antitrust laws and their impact on American business are investigated from both a legal and economic perspective. (EC 355.)

Mr. Audretsch

EC 470 Public Finance Fall

An analysis of the effects of government expenditure and taxation on economic efficiency. Topics include the efficiency in providing public services; externalities; cost-benefit analysis; and alternative modes of income redistribution including current welfare programs, consumption subsidies, and negative tax plans. (EC 355 or permission.) Mr. Sommers

EC 475 Monetary Theory and Financial Institutions Spring

A two-part course focusing on the U.S. financial system and the way it reacts to policy measures. The first part of the course examines the role and productivity of money, the institutional structure of U.S. financial markets, and the organization of the Federal Reserve System. Part two examines the major alternative views of financial-real sector interaction (Monetarist, neo-Keynesian, Portfolio Balance, etc.) their empirical formulation for forecasting, and problems of monetary policy implementation. (EC 350.)

Mr. Colander

EC 500 Individual Special Projects Fall, Spring

(Permission. See Handbook.) Staff

EC 750 Senior Thesis (Environmental Studies) Fall, Winter, Spring

EC 800 Senior Research for Honors Fall, Spring

(Permission.) Staff

See also International Politics and Economics.

ENGLISH

Professors: Paul Cubeta, Robert Hill, David Littlefield, Edward Martin (chairman), Robert Pack, Henry Prickitt *Visiting Professor:* John Wilders *Associate Professors:* John Bertolini, John Elder, Gary Margolis (part time), Jay Parini, (on leave), David Price *Assistant Professors:* Ray Carney, Elizabeth Napier, *Visiting Associate Professor:* Sydney Lea *Visiting Assistant Professor:* Susan Mitchell *Visiting Instructor:* Kathleen Skubikowski

Because of the varied nature of the Department's offerings, courses are differentiated by their second and third digits in the following manner:

Literature (00-19) Dramatic Literature (20-39) Writing (60-79)

FRESHMAN WRITING COURSES

EL 101, 103, 104, 105, 107, 125, 170 and 175 all satisfy the freshman writing requirement. For a full description of the Freshman Writing Program, and other writing courses, see pp. 000 and 000.

EL 101 Narrative Fiction Fall, Spring

Short stories and novels from various 19th and 20th century British and American writers. Selections change from year to year. Papers will emphasize close attention to texts, on the understanding that ability to read well and thoroughly is a necessity for competent self-expression.

Mrs. Napier, Mr. Martin, Mr. Prickitt

EL 103 Lyric and Narrative Poetry Fall, Spring

Close analysis of selected poems both traditional and modern. This course is strongly recommended for those students who think they may be English or American Literature majors. With its attention to a variety of poetic styles throughout English and American verse, the course is partly designed as introductory to the 200 level courses in both disciplines.

Mr. Cubeta, Mr. Hill, Mr. Littlefield

EL 104 Drama: Classics and Commercials Spring

A comparison of classic and contemporary forms of drama through the juxtaposition of classic stage plays with contemporary films, television, and performance pieces. A play by Shakespeare or Pinter may be compared with a Hollywood movie, the dramatic structure of a scene in Chekhov with that of a scene in a recent television show or a work by Neil Simon. Readings outside the area of drama will occasionally be included in order to help clarify the unique expressive capacities of dramatic forms. Critical writing, in the form of regular film and drama "reviews" of the works under discussion, will be used as means of developing the capacity for critical thought and expression.

Mr. Carney

and a study of the human productivity aspects involved in the corporation. (EC 150, EC 155 and EC 315.) Mr. Smith

EC 325 Population Economics Fall

Economic theory is applied to an analysis of the historical process known as the demographic transition. Emphasis will be placed on investigating economic theories of fertility determination, the role of changes in tastes or preferences in explaining changes in family size, and interdisciplinary approaches which expand the scope of economic analysis. (EC 155.) Mr. Albanese

EC 350 Macroeconomic Theory Fall

Macroeconomic theory provides a framework in which the major forces affecting interest rates, unemployment, inflation and growth can be isolated and their influence on aggregate activity analyzed. It considers whether it is possible to control the aggregate economy providing a basis for understanding many of the economic policy debates emanating from Washington. (EC 150, EC 155, MA 112 and MA 113. MA 113 may be taken concurrently.) Mr. Colander

EC 355 Microeconomic Theory Spring

Microeconomic theory concentrates on the behavior of the household (the consumer) and the firm (the producer). The former underlies the theory of demand and the latter underlies the theory of supply. Together the theories of supply and demand help illumine contemporary economic problems (gasoline rationing, sex discrimination in the labor market, the food stamp program, cartelized industries, for example). (MA 112, MA 113 and EC 155.) Mr. Sommers

[EC 360 Industrial Organization]

EC 365 Environmental Economics Fall

An examination of the problems which must be resolved as society considers the costs of preserving or improving its environment versus the benefits from such expenditures. (EC 100 or EC 150 or EC 155 or permission.) Mr. Smith

EC 385 Labor Economics Spring

A study of the economics of manpower and the labor market; the role of unions; labor legislation. (EC 150 and EC 155.) Mr. Sax

EC 394 The Economics of Natural Resource Management Fall

The optimal use of natural resources is examined from the theoretical framework based on microeconomic models and welfare economics. Particular emphasis is given to the issues of energy economics and the optimal depletion of scarce resources. The validity of benefit-cost analysis as a means of resource allocation will be evaluated. (EC 150 and EC 155.) Mr. Sax

[EC 404 Topics in Economic Theory and Policy]

[EC 410 Econometrics]

Offered in spring of even-numbered years.

EC 420 The Economics of Development Spring

An analysis of the origins of economic growth and the structural changes which occur in the course of economic development. The current experience of underdeveloped countries will be compared with the historical experience of developed countries. (EC 210 and EC 350 or permission.) Mr. Albanese

[EC 430 Inequality and Poverty]

Offered in 1985-86.

This is a survey course of topics concerning the distribution of income and wealth in a mixed capitalist economy such as the United States. Topics covered will include most of the following: facts of the distribution of income and wealth, Markov chain and other models of social mobility, wealth inequality and taxation, negative income taxation and related antipoverty policies, human capital analysis and minimum wages. (EC 210 and EC 355 or permission.) Mr. Sommers

[EC 440 The Economics of International Trade]

EC 445 International Finance Fall

An analysis of the monetary aspects of international economics with attention being given to balance of payments and currency valuation theory and policy formation, and to macroeconomics of open economies within current and past institutional frameworks. (EC 350.) Mr. Claudon

EC 450 History of Economic Thought Spring

This course offers an historical and analytical perspective on the social innovation of the conceptual frameworks we use to understand wealth and scarcity. We look at who invented economic ideas, what might have stimulated this invention and what the role is of ideology in the development of economic theories. (EC 350 and EC 355.) Mr. Cornwall

EC 455 Industrial Strategies Spring

An analysis of industrial decision-making within a framework involving the decision sciences and microeconomic theory. The course will apply microeconomic optimization techniques, regression analysis, and forecasting techniques to managerial decisions aimed at achieving a firm's established goals. (EC 210 and EC 355 or permission.) Mr. Claudon

EC 465 Public Policy Toward Business Fall

This course examines the role of government in controlling business. Two different means of public intervention are investigated – economic regulation and antitrust policy. The first half of the course introduces economic regulation of free market activity and the recent regulatory reform movement in the 1970s. In the second half of the course, the antitrust laws and their impact on American business are investigated from both a legal and economic perspective. (EC 355.)

Mr. Audretsch

EC 470 Public Finance Fall

An analysis of the effects of government expenditure and taxation on economic efficiency. Topics include the efficiency in providing public services; externalities; cost-benefit analysis; and alternative modes of income redistribution including current welfare programs, consumption subsidies, and negative tax plans. (EC 355 or permission.)

Mr. Sommers

EC 475 Monetary Theory and Financial Institutions Spring

A two-part course focusing on the U.S. financial system and the way it reacts to policy measures. The first part of the course examines the role and productivity of money, the institutional structure of U.S. financial markets, and the organization of the Federal Reserve System. Part two examines the major alternative views of financial-real sector interaction (Monetarist, neo-Keynesian, Portfolio Balance, etc.) their empirical formulation for forecasting, and problems of monetary policy implementation. (EC 350.)

Mr. Colander

EC 500 Individual Special Projects Fall, Spring

(Permission. See Handbook.) Staff

EC 750 Senior Thesis (Environmental Studies) Fall, Winter, Spring

EC 800 Senior Research for Honors Fall, Spring

(Permission.) Staff

See also International Politics and Economics.

ENGLISH

Professors: Paul Cubeta, Robert Hill, David Littlefield, Edward Martin (chairman), Robert Pack, Henry Prickitt *Visiting Professor:* John Wilders *Associate Professors:* John Bertolini, John Elder, Gary Margolis (part time), Jay Parini, (on leave), David Price *Assistant Professors:* Ray Carney, Elizabeth Napier, *Visiting Associate Professor:* Sydney Lea *Visiting Assistant Professor:* Susan Mitchell *Visiting Instructor:* Kathleen Skubikowski

Because of the varied nature of the Department's offerings, courses are differentiated by their second and third digits in the following manner:

Literature (00-19) Dramatic Literature (20-39) Writing (60-79)

FRESHMAN WRITING COURSES

EL 101, 103, 104, 105, 107, 125, 170 and 175 all satisfy the freshman writing requirement. For a full description of the Freshman Writing Program, and other writing courses, see pp. 000 and 000.

EL 101 Narrative Fiction Fall, Spring

Short stories and novels from various 19th and 20th century British and American writers. Selections change from year to year. Papers will emphasize close attention to texts, on the understanding that ability to read well and thoroughly is a necessity for competent self-expression.

Mrs. Napier, Mr. Martin, Mr. Prickitt

EL 103 Lyric and Narrative Poetry Fall, Spring

Close analysis of selected poems both traditional and modern. This course is strongly recommended for those students who think they may be English or American Literature majors. With its attention to a variety of poetic styles throughout English and American verse, the course is partly designed as introductory to the 200 level courses in both disciplines.

Mr. Cubeta, Mr. Hill, Mr. Littlefield

EL 104 Drama: Classics and Commercials Spring

A comparison of classic and contemporary forms of drama through the juxtaposition of classic stage plays with contemporary films, television, and performance pieces. A play by Shakespeare or Pinter may be compared with a Hollywood movie, the dramatic structure of a scene in Chekhov with that of a scene in a recent television show or a work by Neil Simon. Readings outside the area of drama will occasionally be included in order to help clarify the unique expressive capacities of dramatic forms. Critical writing, in the form of regular film and drama "reviews" of the works under discussion, will be used as means of developing the capacity for critical thought and expression.

Mr. Carney

EL 105 Drama Fall, Spring

Masterpieces of comic drama by such playwrights as Aristophanes, Shakespeare, Moliere, and Shaw will be analyzed in terms of the psychology of farce, the nature of comic form, and the dramatic techniques of comedy so that, through class discussions and papers, new ways of enjoying and understanding the wit and wisdom of the comic vision may be discovered. Film versions and recordings of several of the plays will be used. Mr. Bertolini

EL/TH 125 Shakespeare Fall, Spring

Close examination of selected scenes from *A Midsummer Night's Dream, The Merchant of Venice, Henry IV Parts 1 and 2, Julius Caesar* and *Hamlet*. Consideration will be given to the constituent parts of each play—construction, character, theme and language—but the major emphasis will be on the effects created in performance on an audience. Students should be willing to take part in dramatic readings.
Mr. Wilders

Admission to EL 107, 160, 170, and 175 below is by permission. Students should submit a written request to the Department at least one week prior to registration. Previous accomplishment is not a requirement for admission to the course: we are looking for commitment to writing as an activity.

EL 107 Journal and Essay Fall

This course will be grounded in the keeping of journals, and will explore the ways in which essays can connect and expand such initial records of perception. Discussion in class will often focus on students' own writing. But we will also devote attention to the work of contemporary essayists, among them Edward Hoagland, Joan Didion, and Lewis Thomas. (Permission. See above.) Mr. Elder

[EL 160 The Structure of Nonfiction]

EL 170 The Structure of Fiction Fall, Winter, Spring

An introduction to the reading and writing of some of the forms of fiction. Attention will be given to the technical aspects of selected novels and short stories, which will be analyzed in discussion and written assignments. Other assignments will include exercises in particular structures, such as character and setting, point of view, scene, dialogue and narration. Student stories will be analyzed and discussed. (Permission. See above.) Staff

EL 175 The Structure of Poetry Fall, Winter

An introduction to the reading and writing of poetry which emphasizes its structural and musical aspects. Exemplary American and English poems will be examined carefully to appreciate, as Frost says, "the easy way the obstacle of verse is turned to advantage." (Permission. See above.)
Ms. Mitchell, Mr. Margolis

MAJOR PROGRAM

Required for a Major in English are (1) Interpretation of Literature: EL 201 and EL 202; (2) Distribution Courses: four courses in literature, one chosen from each of the following groups: (I) EL 301, 302, 303, 224; (II) EL 206, 304, 305; (III) EL 207, 213, 314, AL 202, 301; (IV) EL 208, 309, 312, 229, AL 302, 304, 307; (3) Shakespeare (EL/TH 225, EL 321); (4) a Field (five courses in Drama, Novel, Poetry, or Creative Writing, one of which is a seminar) (5) the Senior program. Majors graduating in 1985 are required to take a seminar but need not complete the requirements for a Field. Majors graduating in 1986 are not required to take EL 202.

Fields: A Field is a minimum of four courses informed by a coherent principle plus a seminar in a subject appropriate for the field. Up to two of the same courses – but no more than two – may be used to fill both Distribution and Field requirements.

Drama: (1) EL 227 or CL 152 or CL 155; (2) EL 224; (3) EL/TH 225 or EL 321; (4) EL 229 or TH 226 or TH 326; (5) a seminar.

Novel: (1) EL 206; (2) EL 207; (3) EL 208; (4) AL 301 or 302 or EL 309; (5) a seminar.

Poetry: The Lyric Tradition: (1) EL 103 or EL 175 or EL 202; (2) EL 303 or EL 304; (3) EL 213 or EL 314; (4) EL 312 or AL 306 or AL 307; (5) a seminar.

Creative Writing – Poetry: (1) EL 175 or EL 170 or EL 107 or EL 160; (2) EL 275; (3) EL 312 or EL 213 or EL 314 or AL 306 or AL 307; (4) EL 460; (5) a seminar.

Creative Writing – Fiction and Nonfiction: (1) EL 107 or EL 160 or EL 170 or EL 175; (2) EL 260 or EL 270 or TH 218; (3) EL 207 or EL 208 or EL 309 or AL 301 or AL 302; (4) EL 460; (5) a seminar.

Majors seeking to define Fields may, in consultation with their advisers, propose to the chairman alternative Fields or different

courses within the five Fields listed above. For example, some literature courses in foreign languages and in classics may be substituted for courses in drama, novel and poetry as long as the coherence of the Field is maintained. Those seeking to define "joint" majors with English and another department should, through the way the Field is defined, meet all of the requirements for the major in English.

A student entering the major should discuss a plan for the entire major program with his/her adviser. It should be noted that most distribution courses will *not* be offered every year: in Groups I, II and III there will normally be two each year and in Group IV normally there will be four. Enrollments in Distribution courses may be limited; therefore, it may not always be possible for a student to take a particular course in the year of his/her choice.

Seminar topics will change from year to year. In general, two factors are important: the seminar elected must be an appropriate enhancement of the rationale for the Field, but it may not always be possible for a student to enroll in the seminar of his/her first choice.

SENIOR PROGRAM

The Senior Program includes a required General Examination (EL 705) and an optional one-term Senior Essay or a two-term Honors Thesis (EL 700 or 710). Normally seniors register for one unit of EL 700 or 710 in the fall term and register for the General Examination (EL 705) in the winter term. Students undertaking two-term Honors Theses complete them during spring term.

The General Examination receives one course-credit. The examination will be based on a General Reading List.

Departmental honors will be determined on the basis of course grades, essay or thesis grade, and the general examination grade. For Honors in any of the three categories—Honors, High Honors, Highest Honors—College rules specify a minimum average of B in course grades and a minimum grade of B on the Essay or Thesis. To qualify for Highest Honors the Department requires a minimum of B+ in each of the three areas (course-grades average, thesis or essay, and the general examination). In determining the numerical average of course grades all courses designated EL will be counted as will all other Middlebury courses which fulfill distribution requirements for the major. Departmental minimum grade averages for each level of honors are:

Highest Honors: A+
High Honors: A or A−
Honors: B+

Normally, essays and theses are critical studies of some aspect of an author's work, but students who have completed EL 460 may petition to undertake a creative writing project. Each senior is assigned to a faculty member for guidance on the essay or honors thesis.

Fall term Senior Essays must be completed no later than the end of the first week of winter term. Spring term essays must be submitted no later than the last day of classes. Late essays will receive a grade no higher than C. All Honors Theses (two-term writing programs and projects) must be completed no later than the end of the second week of classes after spring recess. Late theses will receive a grade no higher than C and will have no oral examination or outside reader. No one is permitted to register for the second term in an Honors Thesis program unless he or she has accomplished and submitted a substantial amount of work during fall term.

LITERATURE

[*El 110 Continental Fiction]

[*EL 111 European Drama: Renaissance to Modern]

[*EL 112 Mythologies Timeless and Timely, Traditional and Contemporary]

***EL/AL 113 Visions of Nature** Fall

We will examine a variety of responses to nature over the past two centuries. Among the principal themes to be followed up will be the Romantic connection of autobiography with landscape, the development of a wilderness-ethic from the revaluation of mountainous terrain, and the reemergence of natural history as a literary genre. Writings by Gilbert White, William Wordsworth, R. W. Emerson, H. D. Thoreau, Charles Darwin, John Muir, Clarence King, Mary

*Foundations Course

Austin, J. W. Krutch, Aldo Leopold, and A. R. Ammons will figure prominently in the syllabus. In addition we will look at the paintings of John Constable, Frederick Church, Martin Johnson Heade, and Georgia O'Keeffe, and at the photography of Ansel Adams and Eliot Porter.
Mr. Elder

The EL 201-202 sequence introduces students in some depth to writers whose works are regarded as central to the English poetic tradition as it has developed from the Middle Ages to the modern period.

Those intending to major in English are advised to complete the EL 201-202 sequence *before* they elect other courses above the 200 level.

EL 201 Interpretation of Literature: Chaucer, Shakespeare, Milton Fall, Spring

In this course students will study and discuss selections from Chaucer's *Canterbury Tales*, two of Shakespeare's plays and Milton's *Paradise Lost* in its entirety. Taught in sections of limited size; frequent writing assignments. (Open to sophomores and freshmen who have completed the freshman writing requirement, who intend to major in English, American Literature and Civilization, or Literary Studies; open to other students, space permitting.) Staff

EL 202 Interpretation of Literature: Major Poets from the Eighteenth to the Twentieth Century Fall, Spring

A course designed as a continuation of EL 201. Students will read selected poems by five or six of the following: Pope, Blake, Wordsworth, Keats, Tennyson, Arnold, Yeats and Eliot. Taught in a lecture format with quizzes and/or short papers and a final exam. (EL 201 or permission.)
Mr. Hill, Mr. Pack

Courses below that fill Departmental requirements are so indicated by the number of the group, (I, II, III or IV) in parenthesis, and (WS) for the Shakespeare requirement.

EL 206 Early English Novel (II) Spring

The development of the English novel in the 18th century. Novelists include Defoe, Richardson, Fielding, Sterne and Lewis. Mrs. Napier

EL 207 Nineteenth Century English Novel (III) Fall, Spring

Analysis of form and theme in representative English novels of the 19th century. Novelists to be read include Austen, Dickens, Thackeray, the Brontës, Eliot, and Hardy.
Mr. Parini, Mr. Prickitt

EL 208 Twentieth Century English Novel (IV) Fall, Spring

The course will focus on the novelists of the modern period: Conrad, Joyce, Lawrence, Forster, and Woolf. Background readings from such figures as Bergson, Freud, and William James will help define the intellectual context within which these novelists worked.
Mr. Price, Mr. Elder

[EL 211 Classics of Literature: The Ancient Epic]

EL 213 English Romanticism (III) Fall

Primary attention will be given to poetry and prose selected from the six major English Romantic poets: Blake, Coleridge, Wordsworth, Keats, Shelley and Byron. (Formerly EL 313.)
Mr. Hill

EL 224 Medieval and Renaissance Drama (I) Fall

A study of Elizabethan and Jacobean dramaturgy as practiced by such masters of comedy and tragedy as Marlow, Jonson, Shakespeare, Webster, and Ford, with medieval drama as a background. Mr. Bertolini

EL/TH 225 Shakespeare's Comedies (WS) Spring

Close examination of selected scenes from *A Midsummer Night's Dream, The Merchant of Venice, Much Ado About Nothing, As You Like It, Twelfth Night* and *Measure for Measure*. Emphasis will be placed on the dramatic rather than the literary elements but this will necessitate discussion of construction, character, language and theme. Since the course will be taught partly by performance, students should be able and willing to take part in dramatic readings. Mr. Wilders

EL 227 Greek Comedy Fall

Intensive study of major works of Aristophanes, principally *The Clouds, The Birds, Lysistrata*, and *The Frogs*, and selected writings by Thucydides (*The Peloponnessian War*) and Plato (*The Apology, The Symposium*), which illuminate the social, political, religious, and intellectual contexts out of which they arise, and which they address. Mr. Littlefield

[EL 229 Modern British Drama (IV)]
Offered in 1985–86

[EL 301 Chaucer (I)]

[EL 302 Medieval Literature (I)]
Offered in 1985–86

EL 303 English Literature of the Sixteenth Century (I) Spring
A survey of the major developments in the theory and practice of lyric and heroic poetry in England 1500–1600. Special emphasis will be given to the sonnet, from Wyatt and Surrey, through Sidney and Spenser, to Shakespeare, and to *The Faerie Queene.* Mr. Littlefield

EL 304 English Literature of the Seventeenth Century (II) Fall
Studies of the poetry of Donne, Jonson, Herbert, Herrick, Marvell, Rochester and Butler, and several minor poets. A selection of poems will be examined in close detail and an attempt will be made to discover the distinctive achievement of each poet and the distinguishing characteristics of the poetry of this period generally.
Mr. Wilders

[EL 305 Poetry and Prose of the English Augustan Age (II)]
Offered in 1985–86

EL 309 Contemporary Literature (IV) Fall
Readings in contemporary fiction, non-fiction, poetry, and drama. We will focus on literature as an effort to capture the forms and forces of contemporary life, writing as an expression of the ways we live today. Authors to be read include: Samuel Beckett, Eudora Welty, Harold Pinter, Robert Lowell, Norman Mailer, Stevie Smith, Vladimir Nabokov, Stanley Elkin, and Sam Shepard. (Formerly EL 209.) Mr. Carney

EL 312 Modern British Poetry (IV) Spring
This course will examine the poetry of Hopkins, Hardy, Yeats, Eliot, Auden, Hughes, and Heaney. In each case the influence of literary modernism will be considered as well as the use of tradition. There will be supplementary reading of prose by some of these poets. (Formerly EL 212.) Mr. Price

EL 314 Victorian Poetry (III) Spring
This course will be centered on selections from the three major Victorian Poets: Tennyson, Browning, and Arnold. The approach is thematic and lectures will be organized around such major concerns as the poet as alien figure, materialistic determinism, the effects of the "new" science, the role of women, "the myth of Evolution," attitudes about war, the "Pathetic Fallacy," etc. Students will be encouraged to read judiciously and widely in other major Victorian prose writers such as Carlyle, Mill, Ruskin, Swinburne and Hardy. Mr. Hill

[HI 350 English History as a Background For English Literature]

HI 354 British History, 1815-1879 Fall
See description under History.
Mr. Monod

SEMINARS

The process or *activity* of the seminar is as important as the subject: in each seminar there will be close analytical and synthetic discussions of the reading, and those discussions will form the basis for extensive writing requirements. Seminars that fill requirements in the major in addition to Field requirements are so indicated.

All English department seminars are permission courses. The student must obtain the approval of the department prior to registration. Inquire at the department office for application procedures *at least one week before registration.* Students not majoring in English are welcome to apply, and are encouraged to do so.

AL 307 Topics in Twentieth Century American Poetry: Frost and Stevens Fall
See description under American Literature and Civilization. Mr. Pack

EL 401 Seminar: Romance Spring
Toward a theory of romance literature written in English: its representative subjects, themes, attitudes; its visions both on inner and outer nature, and elements of style. We will read works from Old English poetry to the 20th century, as well as several satires of the convention: *Beowulf; Sir Gawain and the Green Knight;* Chaucer's *Troilus and Criseyde;* selections from Malory's *Morte d'Arthur;* Shakespeare's *Troilus and Cressida;* Pope's "Rape of the Lock"; Brontë's *Jane Eyre;* Tennyson's "Idylls of the King"; D.H. Lawrence's *Lady Chatterley's Lover;* William Faulkner's *Sanctuary;* John Irving's *The World According to Garp.* Regular seminar reports, several short papers, and one larger paper are required. (Please apply at department office.) Mr. Martin

EL 402 Seminar: The Brontës Spring
The major works and Juvenilia of Charlotte, Emily, Anne, and Branwell Brontë, with attention to biographical backgrounds. Novels will include

Charlotte Brontë's *Jane Eyre, Shirley,* and *Villette,* Emily Brontë's *Wuthering Heights,* and Anne Brontë's *Agnes Gay.* (Please apply at department office.) Mrs. Napier

EL 403 Seminar: Dickens Fall

This seminar will examine in detail several of the major novels of Charles Dickens, including *Pickwick Papers, Oliver Twist, David Copperfield, Bleak House,* and *Great Expectations.* The author's life and times will be taken into account, as well as the critical response to his work in recent years. (Please apply at department office.) Mr. Parini

EL 404 Seminar: the Pastoral Tradition Spring

The term pastoral describes an arcadian poetry of shepherds and nymphs. But it also invokes a much broader range of literature that has, by reacting to such poetic conventions, refined its own divergent images of natural and social harmony. Among the works through which we will explore the pastoral tradition will be Theocritus' *Idylls,* Virgil's *Eclogues,* Spenser's *The Shepheardes Calendar,* Sidney's *Arcadia,* Shakespeare's *As You Like It* and *The Tempest,* Milton's "Lycidas," Gilbert White's *Natural History of Selborne,* William Cobbett's *Rural Rides,* Wordsworth's *Lyrical Ballads,* Hardy's *Far From the Madding Crowd,* Kenneth Grahame's *The Wind in the Willows,* Lawrence's *Lady Chatterley's Lover,* and the poetry of Frost. (Please apply at department office.) Mr. Elder

EL 405 Seminar: Wordsworth and Coleridge Spring

Extensive readings in the poetry and critical writings of Wordsworth and Coleridge with particular attention to their theories of the creative process, the imagination, and poetic diction; intensive readings of Coleridge's "conversation poems" and Wordsworth's "Tintern Abbey," "Intimations of Immortality," and "The Prelude." We will also examine the growth of the meditative poem. (Please apply at department office.) Ms. Mitchell

EL 406 Seminar: D. H. Lawrence Fall

Though he scandalized the literary-critical establishment in the first decades of the century with his novels and short stories, and is chiefly remembered for them, D. H. Lawrence was also an accomplished painter, a poet, an essayist and author of several psychological and philosophical studies, and a literary critic. In this seminar we will attempt to come to grips with Lawrence the man and the artist in his eccentric totality, and to understand how he affected literature and continues to affect our lives today. (Please apply at department office.) Mr. Carney

EL 422 Seminar: Contemporary British Drama Spring

Recent plays by Samuel Beckett, Harold Pinter, Simon Gray, Peter Shaffer and Tom Stoppard, among others, will be studied. (Please apply at department office.) Mr. Bertolini

WRITING

For EL 107 (Journal and Essay), 160 (The Structure of Nonfiction), 170 (The Structure of Fiction), and 175 (The Structure of Poetry) see descriptions under "Freshman Writing Courses," above; these courses are open, by permission, to upperclass students.

TH 218 Intermediate Workshop: Playwriting I
See description under Theatre, Dance, and Film.

[EL 260 Intermediate Workshop: NonFiction]

EL 270 Intermediate Workshop: Fiction Fall, Spring

Study and practice in techniques of fiction through workshops and readings in short stories and novels. Emphasis will be placed on revision; individual conferences with the instructor will be arranged. (EL 107 or 160 or 170 or 175 and permission.) Mr. Martin, Mr. Parini

EL 275 Intermediate Workshop: Poetry Fall

Students are encouraged to experiment in different forms in order to broaden their sense of the expressive possibilities of poetic design and to enhance their own technique and style. The class will discuss samples of contemporary poetry and each other's work in the spirit of frank but helpful criticism. Emphasis will be placed on the revision of poems in the belief that the longer the imagination dwells on a poem's possibilities, the more powerful will be the resulting invention. Active participation in discussion is expected of all students. (EL 107 or 160 or 170 or 175 and permission.) Mr. Pack

EL 460 Advanced Writing Fall, Spring

A workshop course of advanced students in poetry, fiction and nonfiction. Individual projects at progressive stages of their composition will be discussed in workshop sessions and in conferences with instructors. Visiting writers will participate in the workshops from time to time. (EL 260 or EL 270 or EL 275 or TH 218 and permission.) May be taken more than once.
Mr. Parini, Mr. Pack

SPECIAL PROJECTS

The department will consider applications from qualified students who wish to undertake special projects in literature, dramatic literature and writing. A student proposing such a project should, after discussion with a possible project director and with his/her adviser, submit a written proposal to the department office two weeks prior to registration.

EL 500, 520, 560 Special Projects Fall or Spring
Staff

SENIOR PROGRAM

The following courses are elected during the Senior year. See *The Senior Program,* above, for descriptions.

EL 700	**Senior Essay**	Fall, Spring
EL 705	**General Examination**	Winter
EL 710	**Honors Thesis**	Fall, Spring

THE PROGRAM IN ENVIRONMENTAL STUDIES

The interdisciplinary major in environmental studies has fields of emphasis in any of the natural sciences plus the social sciences, economics and geography. Middlebury's locale affords a unique opportunity for field work in these areas and the major is designed to take full advantage of this opportunity. It is designed for the student who comes to Middlebury with an interest in such interdisciplinary careers as terrestrial or marine ecology, oceanography, earth science, environmental engineering, physiography, pollution control, wildlife management, urban planning, human ecology or environmental economics.

The curriculum is carefully constructed from the College's offerings in consultation with the individual student. Students majoring in environmental studies take an emphasis core of courses in biology, chemistry, economics, geography, geology, or physics plus cognates in science and non-science. All major tracks require a core of the following: BI 190 (General Ecology), MA 112 (Mathematical Analysis I), a course in economics and a course in statistics and computer use. The latter is chosen in consultation with the track adviser from several offered in various departments. In addition, courses in senior research are required of all environmental studies majors. The depth in his field of emphasis and the breadth in the cognate courses give the student a foundation and perspective in environment that are appropriate to the liberal arts tradition. The major is designed as preparation for graduate school in most cases. Also, the breadth releases the senior Independent Study from the confines of a departmental major permitting instead the study of a topic that has interdisciplinary aspects and permits interdisciplinary seminars. Seminars involving senior thesis reports from all students are held throughout the senior year as projects are completed.

The Environmental Studies Program is so designed that the College requirement of a concentration is already built into the major requirements for each "major track." In addition it should be noted that the Environmental Studies-Ecology Track completes all the requirements for recognition as Certified Ecologists by the Ecological Society of America. Only one year of professional involvement is necessary. Professional Certification will soon be required of all ecologists.

Students interested in this program should consult Professor Howard E. Woodin, Coordinator of Environmental Studies for further information and assignment to appropriate advisers.

Minimum Requirements for a Major in Environmental Studies: An Environmental Studies Major requires a number of departmental "major track" courses plus three senior thesis courses in the elected field of emphasis. In addition and more particularly the following conditions apply:

Core Courses — (for all tracks) — EC 155 (Introductory Economics: Micro), BI 190 (General Ecology), MA 112 (Mathematical Analysis I); skills in computer use and statistics: GG 201 (Techniques of Environmental Analysis) or EC 210 (Economic Statistics) or MA 106 (Introduction to Statistical

Science) or equivalent; 3-unit senior thesis with major department (including about 6 weeks of spring term devoted to interdisciplinary environmental case study). Scheduled weekly seminars required.

Ecology

1. BI 311, 3 upperclass biology and 3 senior thesis,
2. 4 courses in chemistry, physics, or geology, and
3. 4 approved courses in the social sciences.

Environmental Chemistry

1. 5 upperclass chemistry courses and 3 senior thesis,
2. 2 courses in physics and MA 113, and
3. 4 approved courses in the social sciences.

Environmental Economics

1. EC 155, EC 355, EC 365, EC 470, and 3 senior thesis,
2. 2 courses in chemistry, physics, or geology, and
3. 5 approved cognate courses in geography, political science, or sociology.

Environmental Geography

1. GG 202, GG 250, GG 260, GG 300, and 2 senior thesis,
2. 3 courses in biology, chemistry, geology, or physics, and
3. 4 approved cognate courses in political science, psychology, economics, history, or sociology.

Environmental Geology

1. 6 geology courses and 3 senior thesis,
2. 3 courses in biology, chemistry, or physics, and
3. 4 approved courses in the social sciences.

Environmental Physics

1. PH 109, PH 110, PH 201, PH 202, PH 212, 2 other physics courses above the 100 level; 3 senior thesis (including comprehensive examination),
2. MA 113, 3 courses in biology, chemistry, or geology, and
3. 3 approved courses not in the natural sciences.

FRENCH

Professors: Simon Barenbaum, Edward Knox *Associate Professors:* Nancy O'Connor, Carol Rifelj (at Middlebury in Paris) *Assistant Professors:* Mireille Barbaud, Claire Schub *Visiting Assistant Professor:* Martine Prieto *Visiting Instructors:* Stephanie Eberhart, Philippe France *Lecturer:* Huguette Knox

The French department considers competence in French to be the essential prerequisite to any advanced work. Most incoming freshmen are placed according to their ability in French and background in FR 201, FR 202 or FR 205. Beyond FR 205, courses in civilization, literature and further language study are available at the 200 and 300 levels.

The advanced level program at Middlebury is weighted somewhat towards literature rather than civilization while the reverse is true of the Junior Year program in Paris. Students particularly interested in French Civilization should consider FR 206, FR 222, FR 313 and literature courses designed with a major socio-cultural component (FR 310, FR 311, FR 312, FR 315, FR 321). Other departments offer courses which deal in some depth with France: AR 102, 216, 305; HI 104, 346; PS 103, 107, 225, 406. Further civilization offerings are available in the Middlebury summer and Paris programs.

Students interested in studying in Paris on the Junior Year program should contact the Dean of the French School before registering for their sophomore year. They should seek out in other areas basic courses fundamental to a foreign experience (in history of art, European history, comparative politics, the American political system, sociology, anthropology, etc.) Students planning to go to France for a semester only must take FR 206.

Required for the major: FR 205 or the equivalent, two (preferably three) courses from FR 206, FR 207, FR 208 and FR 209; at least four courses at the 300 level or above. Most courses taken in France will be at the 300 level. We expect our majors to have a balanced program in language, literature, and civilization. Total of no fewer than 10 courses, no more than 14.

In France, a major is expected to earn no

more than five units (full year program) or three units (semester program) toward the major. The preliminary session in Paris does not count toward the major. During the senior year at least two advanced courses in French must normally be taken at Middlebury. College Board AP scores of four and five count toward graduation but not toward the major.

Joint Majors: A joint major's French component will normally represent at least seven courses in French, starting with FR 205 (or above) and including at least two at the 300 level. Some part of the joint major must demonstrate ability to function at an advanced level in both fields, as evidenced by at least one French course during the senior year.

Senior Independent Work: The department encourages majors who are well prepared and have a high average to do independent work in their senior year. They may consider various formats: an essay or project (FR 500, one term) or a thesis (FR 700, fall and winter or winter and spring). Independent work may also be undertaken in the context of a course or be linked to a teaching internship.

To undertake a 500 or 700 project, students should consult the departmental guidelines and present their proposals well in advance of registration for the semester when the work is to be done.

Honors: To be a candidate for Honors a student must have an average of at least B+ in French. Honors will also depend on performance in senior independent work approved in advance by the department.

FR 101 Intensive Beginning French Winter

An introduction to listening, speaking, reading, and writing in French, providing the syntactic and semantic foundations of the French language in a concentrated program of grammar presentation, drills, laboratory work, and discussion. Primary emphasis will be placed on the student's active use of the language. This course is for students who have not studied French before. Staff

FR 102 Beginning French Spring

Continuation of FR 101, dealing with more complex French. Oral skills are stressed. (FR 101.) Mr. Barenbaum

FR 201 Intermediate French Fall

An active and comprehensive review of language skills, with emphasis on the sound system and syntactical problems. Designed for students whose background in French is limited or shaky. Staff

FR 202 Intermediate French Fall, Spring

Continuation of FR 201, incorporating more readings of literary and cultural texts. Staff

FR 203 Intermediate French Fall

Intended for students who have completed FR 101 and FR 102 at Middlebury, this course will provide a thorough review of French grammar while introducing readings of literary and cultural texts. Oral skills will continue to be stressed. Ms. Eberhart

PREREQUISITES TO THE MAJOR

FR 205 Toward Liberated Expression Fall, Spring

A course designed to increase and perfect the ability to express oneself in spoken and written French. Emphasis on precision, variety and vocabulary acquisition. Sections limited to 15 students.

This requirement for the major may be satisfied by placement at a higher level. Staff

Two or three of the following four courses.

FR 206 Introduction to Contemporary France Fall, Spring

An introduction to several major sectors and themes: the family, the school system, social structures, the economy, the political structures and parties. Emphasis on the vocabulary of these sectors; language appropriate to situating them in context; and the ability to analyze documents involving such themes. Mr. France, Ms. Knox, Mr. Knox

Each of the following three courses is a survey of some of the major figures and trends in French poetry, theater or prose, designed to acquaint the student with the history of the genre, the technical problems involved and the use of French critical terminology in the study of literature.

FR 207 Introduction to French Poetry Spring

Staff

FR 208 Introduction to French Theater Fall, Spring
Staff

FR 209 Introduction to French Prose Fall, Spring
Staff

LANGUAGE, LITERATURE, CIVILIZATION

[*FR 115 Realism: French Fiction from Stendhal to Proust]

FR 215 Improving Writing in French Spring

This course will be devoted to developing the student's ability to write clear, nuanced and well-articulated French in a variety of modes and formats. Recommended for students who wish more language practice or whose instructor recommends such work before courses at the 300 level. (One course 206-7-8-9. Others by permission.)
Ms. O'Connor

FR 222 Facets of a Changing France Spring

Newspapers, magazines, texts and films will present in a variety of facets the image of a changing country. The main part of our classroom work will be oral: reports and discussions by individual students and small groups. (FR 206 or special permission.) Mr. Barenbaum

FR 305 Advanced Practice in Written French Fall

Intensive work in composition, stylistics, grammatical analysis and translation. Attention will be given to such problems as comparative grammar, lexical structure and differentiation between spoken and written language.
Mr. France

[FR 310 Literature and Society in the Ancien Régime]

FR 311 Voltaire, Diderot and the French Enlightenment Spring

The focus will be on two of the most important thinkers of the 18th century. Through a careful reading of representative works we will identify the various concerns and philosophical positions that were both the product of a particular climate of opinion and its renewal. Particular attention will be paid to the portrayal of what his destiny might be. Readings will include: Voltaire, 'Le Mondain,' 'Poème sur le Désastre de Lisbonne,' *Lettres Philosophique, Romans et Contes*; Diderot, *Pensées Philosophiques, Supplement au Voyage de Bougainville*, selections from the *Encyclopédie, Jacques le Fataliste*. Ms. O'Connor

[FR 312 The Eighteenth Century Novel and the Image of Women]

FR 313 French Civilization in the Twentieth Century Fall

Exploration of how political, institutional and socio-economic structures have influenced daily life and the "mental set" of individuals and groups in 20th century France. Typical topics may include the family, work and leisure, the role of education, rural life vs. urbanization, the role of the state, etc. Essentially for seniors returning from programs in France. Others by instructor's permission. (FR 206 or the equivalent.)
Ms. Prieto

FR 315 The Nineteenth Century Novel Spring

The course will study major novels of Stendhal, Balzac, Flaubert, and Zola, including an examination of the interrelations of literary works and socio-cultural conditions.
Ms. Prieto

[FR 316 Nineteenth Century Poetry Disillusion, Dream and Illusion]

FR 317 Twentieth Century Drama: L'Acte et la Parole Fall

An examination of the literary and theatrical expression of a twofold crisis in 20th century French drama: the possibility, or impossibility, for meaningful action or speech. In this perspective we will study the resurgence of myth-making and the vision of the absurd. Works by Cocteau, Anouilh, Sartre, Ionesco, Beckett and Duras among others. Ms. Eberhart

[FR 318 Twentieth Century Poetry]

FR 320 The Twentieth Century Novel Fall

A consideration of characteristic themes in 20th century novels (e.g., space, time, writing, images of women, etc.). We will also investigate the mission and responsibility of the modern writer and responses to such questions as: What is writing? Why does one write? For whom? Authors will include Proust, Breton, Sartre, Butor, Wittig. Ms. Schub

FR 321 From the Baroque to the Classical Stage Fall

A study of the French theater during the periods of Louis XIII and Louis XIV: the times, the companies, the publics and the playwrights. Plays by Corneille, Moliére, and Racine will be read and discussed. Mr. Barenbaum

*Foundations Course

FR 324 Culture and Identity in Francophone Literature Spring

We will explore the voices of the French speaking world outside of France: Québec, Africa, and the Caribbean, and the problems and struggles of cultural identity, exile, colonization, and independence which they express. Novelists, essayists and poets will include: Senghor, Césaire, Brouard, Fanon, Memmi, Hébert, Blais, Grandbois. Ms. Schub

[FR 442 Workshop in French Theater or Radio]

FR 500 Independent Projects Fall, Spring

Qualified students may be permitted to undertake a special project in reading and research under the direction of a member of the department. Approval of the project should be obtained well in advance of registration for the semester in which the work is to be done. FR 500 projects or essays proposed by senior majors for honors must be approved by the department as a whole. Staff

FR 700 Senior Research Fall, Winter, Spring

For Senior majors who are candidates for Departmental Honors. Students should seek out an adviser and submit a proposal to the department well in advance of registration for the semester in which the work is to be undertaken. Staff

FR 704 Senior Seminar: Twentieth Century Poetry Spring

Special attention will be given to the Surrealist movement. We will study its effects on 20th century poets-including Eluard, Aragon, Reverdy, Supervielle, Max Jacob and others. Ms. Barbaud

See also Division of Foreign Languages.

GEOGRAPHY

Professor: J. Rowland Illick *Assistant Professors:* Robert Churchill (chairman, on leave fall & winter terms), Susan Cowart *Instructor:* Ron Liebowitz

Geography is concerned with describing and analyzing spatial patterns and with understanding the processes by which spatial form changes through time. In pursuing these concerns geographers have customarily carried out their studies in many different cultures and environments; consequently there has been a strong emphasis upon international as well as regional and local studies. Moreover, the diversity of economic, social, political, and physical variables involved in spatial studies has created many interdisciplinary links. Finally, geography has a tradition of service to society. Geographers serve as policy makers in business and in local, state, and national government, addressing issues in resource use, planning, transportation, and a variety of problems related to the spatial organization of society.

Required geography courses for the major in Geography: Ten geography courses are required to complete the major. These include 1) an introductory course (GG 100), 2) the core sequence (GG 201, GG 202, GG 250, GG 260, GG 300), 3) two seminars (GG 451, GG 452, GG 453, GG 454) and two other geography courses. The completion of the core sequence is required before a student may take a seminar.

Required cognate courses for the major in Geography: Students in consultation with their advisers will design a cognate curriculum, which must include at least one mathematics course (for example, the foundations course MA 105 would be appropriate for those with only three years of secondary school mathematics).

Departmental Honors: Students who seek to earn Honors are required to write a thesis. An Honors thesis proposal must be submitted to the department for approval prior to the term in which the thesis is to be written. If the proposed topic is approved, the student may register for GG 700. After an evaluation of the thesis, Honors are conferred or denied on the basis of 1) the grade assigned to the thesis and 2) compliance with the rules stated under Departmental Honors in the Handbook.

INTRODUCTORY COURSE

***GG 100 Geography: A Modern Synthesis** Fall, Spring

An examination of the foundations of modern geography. Emphasis is placed on the spatial organization of human society and people's relation to the environment. The geographic dimensions of current urban, national, and world problems are stressed. 3 hrs. lect., 3 hrs. lab. Ms. Cowart

*Foundations Course

NS 150 Environmental Science (See Division of Natural Sciences.)

CORE COURSES

GG 201 Techniques of Environmental Analysis Fall

An introduction to quantitative techniques used in studying spatial variation of environmental phenomena. Particular emphasis is placed on the geographer's use of the modern digital computer in analyzing spatial data. Topics include data collection, data description and presentation, and data use and interpretation. 3 hrs. lect., 3 hrs. lab. Mr. Liebowitz

GG 202 Cartography and Graphics Spring

An introduction to the compilation, design, production and use of functional maps and graphics with emphasis on both the practical and theoretical aspects of analysis and cartographic representation of qualitative and quantitative spatial data. Various data sources including enumerative statistics, remote imagery, and maps are used as base for compilation of a variety of general and thematic maps e.g., outline maps, hazard risk maps, land-use maps and statistical surfaces. (GG 201 or equivalent recommended.) 2 hrs. lect., 3 hrs. lab. Mr. Churchill

GG 250 Physical Earth Processes Fall

Study of physical processes that govern the temporal and spatial distribution of climatic, topographic, and soil resources. Emphasis is placed on ways in which human activity affects and is affected by these physical resources. Laboratory and field problems are included as an integral part of the course. 3 hrs. lect., 3 hrs. lab. Staff

GL 252 Geomorphic Processes Spring

See description under Geology department listing. Mr. Churchill

GG 260 Human Geography Spring

Study of the processes that explain why spatial distributions are structured the way they are. Topics include: 1) patterns of movement, such as consumer travel behavior and people's change in place of residences; 2) the spatial diffusion of innovation; 3) patterns of land use; 4) problems of economic development; 5) the location of cities and the internal structure of urban areas; 6) the locational patterns of industrial activities. 3 hrs. lect., 3 hrs. lab. Staff

GG 300 Research Methods in Geography Spring

An examination of geographic problem definition, methods of data collection, and scientific methods of problem solving. The course is an intensive writing course and employs faculty tutorials to provide close supervision of writing. 2 hrs. lect., 1 hr. tutorial. Staff

GG 400-level Seminars Fall, Spring

Seminars are to provide the advanced student with an opportunity to pursue particular research areas in depth. They require intensive writing and reading of the relevant literature. Four seminars are identified: economic, physical, quantitative methods, and urban. Seminar descriptions will be provided for each registration period. Staff

GG 451 Seminar in Economic Geography Spring

Mr. Liebowitz

GG 452 Seminar in Physical Geography Fall

Staff

GG 454 Seminar in Urban Geography Fall

Mr. Liebowitz

NON-CORE COURSES

GG 330 South and East Asia Spring

An examination of South and East Asia stressing environmental capacities, population patterns and development potentials. Mr. Illick

GG 331 Middle East and North Africa Fall

An examination of the Middle East-North Africa region stressing environmental capacities, population capacities and development potentials. Mr. Illick

[GG 351 The Urban World: Patterns, Problems and Policies]

GG 352 The Geography of Development Fall

An examination of development and underdevelopment from a geographical perspective. Topics to be discussed include problems of regional growth and inequality, the role of urbanization in development, international trade and development, regional development planning, and environmental constraints and problems. 2 hrs. lect., 1 hr. disc. Mr. Illick

GG 353 Natural Hazards Spring

Mr. Churchill

GG 354 Weather and Climate Spring

A systematic examination of atmospheric processes that control weather and climate. The ways in which human activities depend upon climate are emphasized as well as ways in which those activities may intentionally or inadvertently alter weather and climate. 3 hrs. lect., 3 hrs. lab.

Mr. Illick

GG 355 Political Geography Fall

This course examines both the political organization of space and the politics of spatial organization at three levels of analysis: international, national, and local. Issues to be analyzed include: 1) sovereignty — changes over time in its definition and recent attempts by the Laws of the Sea Conferences to reach agreement on yet another definition; 2) provision of goods and services by and within local government jurisdictions, including examination of efficiency and effectiveness of various organizational structures; and 3) representative government with emphasis on different plans of representation, representativeness of U.S. institutions, and evaluation of geographically based interest representation.

Ms. Cowart

GG 500 Research in Geography

Fall, Spring

Staff

GG 700 Senior Research

Fall, Winter, Spring

Staff

See also Program in Environmental Studies.

See also Division of Natural Sciences.

GEOLOGY

Professor: Brewster Baldwin (chairman) *Associate Professor:* William Glassley *Assistant Professors:* Raymond Coish (on leave winter and spring terms), Peter Goreau, Lucy Harding

The Department of Geology provides students with an opportunity to experience the methods of science, using geologic examples. In addition, we endeavor to provide those students who may wish to pursue the field of geology with the opportunity to acquire basic knowledge and principles which will equip them for further professional training. With the Green Mountains to the east, and the Adirondacks and Lake Champlain to the west, the environs of Middlebury College afford an excellent setting for study and research in geological, oceanographic, and environmental science. The curriculum takes advantage of this setting by stressing field-oriented and laboratory supported inquiry of problems in all facets of earth science. Students are encouraged to develop ways of actively examining and interpreting observational data. Since Vermont is a classic area for study of mountain system evolution, one general theme of the program is to relate geologic process to the origin and evolution of global tectonic patterns integrating data from the world's oceans and continental areas.

The department offers three courses at the introductory level; Environmental Geology (GL 112), Elements of Oceanography (GL 161) and Global Tectonics (GL 170). These introduce students to active research areas in geological science and are vehicles for acquiring the basic understanding of processes which have shaped the earth. Students can enter the program in geological science through any one of these courses, and may then concentrate in these or other areas depending on where their interests develop. GL 170 has been designated a Foundations course.

Students are expected to have completed at least one of the four introductory level courses before proceeding to more advanced work. Beyond the introductory level, work at the intermediate level takes the form of more advanced courses (200 and 300 series) and less formal seminars (400 series) designed to encourage independent study of specific topics. Work in the geologic sciences culminates in a senior thesis that consists of an original contribution based on field and/or laboratory investigations by the student. There is a great deal of flexibility in programs possible in earth science and students contemplating concentration in geology must consult with faculty to plan their individual academic programs.

The program for a geology major shall consist of 11 courses within the department. These must include a 3-unit senior research program, and may include no more than 2 courses at the introductory level. Interdisciplinary concentration is encouraged, and a maximum of 3 nonintroductory level

courses in cognate sciences may be counted towards the 11-course requirement for the major.

Students planning to major in geology are required to complete four courses in the cognate sciences of biology, chemistry, mathematics, and physics (no more than 2 in any one department), and a computer science course. Graduate schools require additional cognates. Students should consult with their advisers for selection of specific courses.

Departmental honors in Geology are given only for outstanding contributions in original research, and are in no way related to grades in courses, etc., except within the guidelines of the *College Handbook.*

GL 112 Environmental Geology Spring

Analysis of examples that show geologic constraints of man's activities. Emphasis is on water supply, ground-water hydrology, water law. Other examples examine landslides, earthquake prediction, oil-field blowouts, non-renewable mineral resources. Some examine man's responses, as individuals, social groups, and governmental agencies. Laboratory: use of topographic and geologic maps for environmental planning; field mapping of local environmental problems. 3 hrs. lect., 3 hrs. lab. Mr. Baldwin

NS 150 Environmental Science (See Division of Natural Sciences.)

GL 161 Elements of Oceanography Fall

Oceanographic exploration introduced through study of ocean basins and continental margins. The multidisciplinary nature of oceanography is emphasized by using principles of marine geology, geophysics, geochemistry, and biology to address contemporary problems. Techniques of data collection are taught aboard the College's research craft, as part of continuing research on the evolution of Lake Champlain. 3 hrs. lect., 3 hrs. lab. Mr. Goreau

***GL 170 Global Tectonics** Fall, Spring

Sea-floor spreading and continental drift, origin and evolution of mountain systems, and concepts of plate tectonics viewed in light of recent advances in the geology and geophysics of ocean basins and continents. Laboratory: field problems in Vermont geology; interpretation of geologic maps, regional tectonic synthesis. 3 hrs. lect., 3 hrs. lab. Staff

GL 201 Bedrock Geology of Vermont Fall

A course designed to introduce geology majors to methods of describing rocks in the field and laboratory, and to interpretation of the origin of rocks. Most of the work will be field and laboratory experience, with some lectures on the classification and meaning of rocks, and on aspects of Vermont geology not seen in the six or eight field problems. 3 hrs. lect., 4 hrs. lab. (A geology course and permission.) Mr. Baldwin, Mr. Coish

GL 252 Geomorphic Processes Spring

An investigation of landforms and surficial deposits in terms of processes (weathering, mass wasting, erosion, transportation and deposition) and geologic agents (running water, glacial ice, shorezone currents, wind, and man). Field and laboratory work will be directed to a reconnaissance of the glacial and post-glacial history of west-central Vermont. 3 hrs. lect., 3 hrs. lab. (GL 112, or GL 161, or GL 170, or permission.) Listed jointly with geography as GL 252. Mr. Churchill

GL 261 Sedimentary Rocks Fall

Study of mineralogy, texture, primary structures, and fossils, to determine environments of deposition, depositional systems, and facies relationships. Laboratory; description and interpretation of sedimentary rocks in the field, hand specimen, and thin section: invertebrate fossils. 3 hrs. lect., 3 hrs. lab. (GL 112, or 161, or 170, or permission.) Staff

[GL 292 Planetary Geology]

GL 342 Marine Geology Spring

The oceans cover over 70% of the Earth's surface, but only in the last few decades has extensive investigation of the geology of the Earth beneath the sea been possible. This course will present the results of these continuing investigations. Although the whole field of marine geology will be reviewed, the emphasis will be on marine sediments and sedimentary processes, and the historical geology of the oceans. Laboratory: Synthesis of geological and geophysical data concerning a selected region of the ocean, with special emphasis on the results of the Deep Sea Drilling Project. 3 hrs. lect., 3 hrs. lab. (GL 161, or GL 170.) Mr. Goreau

GL 381 Structural Geology Fall

The behavior of earth materials in a dynamic earth. Geometric and kinematic analysis of deformed rocks. Regional tectonic setting of

*Foundations Course

earth structures. Laboratory: detailed mapping and interpretation of complex structures in selected field locations: quantitative analysis and interpretation of deformation as seen on maps and aerial photographs: stereographic analysis of complex fabrics from varied local field areas. 3 hrs. lect., 4 hrs. lab. (A geology course and permission.) Mr. Glassley

GL 392 Igneous Petrology Spring

An inquiry into the origins, tectonic settings, and evolutions of magmas, utilizing field data, mineralogy, phase equilibria, and geochemistry of the igneous rocks. Laboratory will include field studies in Vermont and adjacent New York as well as extensive thin section studies of rock suites chosen to illustrate the varied petrogeneses of igneous rocks. 3 hrs. lect., 6 hrs. lab. (GL 201; CH 103 is a corequisite.) Mr. Baldwin

GL 462 Tectonic Stratigraphy Spring

Geologic age and correlation of stratigraphic sequences; association of sequences with tectonic setting; regional analysis. Laboratory: study of selected regions. 3. hrs. lect., 3 hrs. lab. (GL 261 or permission.) Staff

GL 482 Geophysics Spring

An introduction to the physical nature of the Earth from two perspectives: i) Whole-Earth Geophysics: the large-scale properties of the planet, including formation, structure, gravity, orbital properties, and seismology, and ii) Geophysical Exploration: acquisition and interpretation of geophysical data derived from surface and satellite-based observations. 3 hrs. lect., 3 hrs. lab. (PH 109 or permission). Mr. Goreau

GL 491 Metamorphic Processes Spring

An analysis of metamorphism based upon the mineralogy, mineral assemblages, and textures of metamorphic rocks. Discussions will characterize the progressive metamorphism of sedimentary and igenous rocks. Emphasis will be placed on the interpretation of metamorphic processes in terms of tectonic environment. The use of metamorphic histories to understand tectonic events will also be discussed. (GL 392 or permission.) Mr. Glassley

GL 492 Geology Seminar Fall

A seminar series devoted to topics of interest in petrology and tectonics. Topics vary depending upon the interests of students. The course work emphasizes reading and understanding articles in professional journals. (GL 392, or permission.) Mr. Coish

GL 500 Readings and Research Fall, Spring

Individual or group independent study, laboratory or field research projects, readings and discussion of timely topics in earth and environmental science. Staff

GL 700 Senior Research

A three-unit senior program dedicated to original research in geological science resulting in a written thesis which must be orally defended. Staff

GL 750 Senior Thesis (Environmental Studies) Fall, Winter, Spring Staff

See also Program in Environmental Studies.

See also Division of Natural Sciences.

GERMAN

Professors: Thomas Huber (chairman), Kimberly Sparks, Van Horn Vail *Lecturer:* Constance Kenna *Assistant:* Sabine Stoll

Departmental students are normally expected to take eight courses in German literature. Since all higher-level courses are conducted in German, completion of German 202 or its equivalent is prerequisite for acceptance into the department. The department reserves the right to administer a placement test in order to determine the course with which a student should begin study of German at Middlebury. Credit for Advanced Placement is only given for the top two scores, a high score on the departmental placement test and a placement conference with the student. The department expects that all majors will have had at least one semester in a German-speaking country by the time they graduate. Junior majors will normally spend the second semester at the Johannes Gutenberg-Universität in Mainz.

Prerequisites for study abroad: For the program in Mainz at least two courses above GN 202. For other programs, at least three courses above GN 202, one of which must be taken during the academic year. Students must have junior standing by the time they begin their studies abroad. General Programs Abroad Committee guidelines apply.

There is no comprehensive examination in the senior year.

Honors: To be a candidate for honors, a student must have an average of at least B– in German. Honors work is normally done during a student's last semester at Middlebury. Students have the option of doing either an independent thesis or a project.

GN 101 Elementary German Fall

The course consists of three lectures, three drills and laboratory. The lectures pre-drill the student, i.e., students are guided through the exercises they are to prepare for the following day's drill. *Drills:* drilling is done in groups of about ten students. Since they have been through the exercises in lecture, students are expected to display absolute and automatic control of drill assignments. Students take continuing German as their winter term course. Staff

GN 102 Elementary German Spring

Course format as GN 101. Upon completion of German grammar reading materials and audio-visual materials will be introduced. (GN 101 plus winter term continuing German or equivalent.) Staff

GN 201 Intermediate German Fall

The course meets three hours a week in sections of about ten students. It begins with comprehensive grammar review; this is followed by a phase in which literary texts are used as a basis for further language instruction and for the acceleration of reading speed. In the final phase, progress in the language is supplemented by textual interpretation. (GN 102 or equivalent.) Staff

GN 202 Advanced German Spring

Course-format as GN 201. Modern German texts will be read and interpreted, and the students will be introduced to the methods of literary analysis. The course will further increase the students' fluency in spoken German and their facility in reading. Staff

(Prerequisite for all 300-level courses and higher is GN 202 or the equivalent.)

[GN 303 Stylistics]

[GN 305 The German Novelle I]

GN 306 The German Novelle II Fall

This course will follow one genre, the Novelle, as it evolves through a century and a half of German writing. The aim of the course is to acquaint the student with the development of a form through several literary periods and with the companion critical concepts which serve it. Readings will range from Goethe to Kafka. Mr. Vail

GN 307 The German Novelle III Spring

Modern German short stories and Novellen, written between the late 1940's and the present, will be analyzed to trace the concerns, preoccupations, themes and literary styles of contemporary German authors. Mr. Vail

GN 310 German in Its Cultural Contexts Fall

In working with the vocabulary and syntactical structures for specific contexts, students will acquire an understanding of various aspects of contemporary German culture. Topics include the political system, the economy and the banking system, education, *Beamtentum* and the social class structure, the leisure time industry and tourism, and the media. Ms. Kenna

[GN 315 German Drama]

[GN 321 Business German and German Business]

[GN 325 Modern German Politics: The Crisis of '82 and the Elections of '83]

GN 401 Emergence of German as a Literary Language Spring

From late Baroque up to and including *Sturm und Drang.* In addition to dealing with selected literary works (including *Simplizissimus, Minna von Barnhelm* and *Die Soldaten*) as objects interesting in themselves, the course will study these works as a background for the age of Goethe and Schiller. Contrasting material from other writers of the era (e.g. Gottsched) will build a mosaic of aspects of Enlightenment. (Open to all students who have had GN 202 or its equivalent.) Mr. Huber

[GN 402 The Establishment of German as a Literary Language]

[GN 406 Romanticism]

GN 410 German Lyric Poetry (Senior Seminar) Fall

An introduction to the history and interpretation of German poetry. The first half of the course examines the poetic treatment of such grand preoccupations as Love, Hope, Death and Disease by juxtaposing poems drawn from the Baroque to the present. The last half of the

course deals with modern movements and trends such as Dada, Expressionism, *Konkrete Lyrik* and Stochastic poetry. A short critical essay will be read each week. Several short exercises and one major paper. (A 300- or 400-level literature course in German. Mr. Sparks

GN 421 Modern German Drama

GN 430 Vienna — Culture and Literature (Senior Seminar)

GN 431 Berlin—Culture and Literature Fall

The interaction of a "cultural landscape" and literature from the age of Napoleon to the collapse of the Third Reich will be studied in works by Kleist, Glassbrenner, Hauptmann, Brecht, Döblin and others. Movies will be used to provide a visual background and further topics for discussion, e.g. "*M—Eine Stadt sucht einen Mörder*," "*Grosstadtballade*," "*Rotation*," and "*Jeder stirbt für sich allein*". Mr. Huber

GN 500 Independent Study

GN 800 Honors Project

See also Division of Foreign Languages.

HISTORY

Professors: Nicholas Clifford (Provost), Travis Jacobs (chairman), (on leave winter and spring terms), Marjorie Lamberti, (on leave), John Spencer, Pardon Tillinghast *Associate Professor:* John McCardell (acting chairman, winter and spring terms), *Assistant Professors:* Barbara Bellows, David Macey *Visiting Assistant Professor:* Elizabeth Endicott-West, *Visiting Instructor:* Paul Monod

The Department of History seeks to teach students to think and express themselves clearly and to ask the right questions of themselves and the world around them. It believes, therefore, that training in research, critical analysis, and writing is extremely important. A number of majors attend professional schools, especially in law, business, and international relations; several majors each year receive either an elementary or a secondary school Teaching Certificate while at Middlebury.

The department offers two Foundations courses (HI 103 and HI 104), and it offers broad geographic coverage, including courses in African, East Asian, Middle Eastern, and Russian History, as well as courses in American and Early and Modern European History. The department hopes to offer courses in Latin American History, beginning in September, 1984.

The History major combines an introduction to several areas of historical knowledge with intensive training and practical work in historical research. The department does not require a common core of knowledge which students are expected to have before they graduate; it does believe, however, that courses in different areas should be taken. It has, therefore, revised the requirements for the major, beginning with the class of 1986. Initially, each major should take before the junior year at least one course in each of the following four groups: 1) HI 103 or 104; 2) HI 203; 3) HI 215 or 216; and 4) HI 225 or 226 or HI 235 or 236. Under special circumstances, a student may receive permission to substitute another course. At least one of the courses offered toward the major must cover a period before 1800. During the junior year the student must take a reading course (HI 401, 403, 405, 407, or 409) and a research seminar (HI 420, 422, 424, or 500 with permission). Senior majors write a two-semester thesis (HI 700, see below). A winter term course, except for HI 700, counts toward the requirements for the major only when so designated in the winter term catalog.

Required for all History majors: At least twelve courses (winter term senior independent study may be counted), including: courses in the four groups, at least one course from the period pre-1800, a reading course, a research seminar, and a two-semester thesis. Students, planning to spend all or part of the junior year abroad, should consult with the department *before* the second semester of the sophomore year. Students interested in combining a history major with the Teacher Education Program should ensure through consultation with both the program and the department that they will have no conflicts in their schedules. With department permission, certain cognate courses (not exceeding two) may be counted for credit toward a major in History.

Honors: A student must have at least a B average in History Department courses and must have an oral examination on the senior thesis, HI 700 and receive at least a grade of B+.

International Major: At least four courses, including the Research Seminar (spring term) and course(s) on the country of study; normally four courses in history at a Middlebury School Abroad or an approved equivalent; two-semester thesis (in English), plus an advanced course in the language department. Minimum of ten courses.

HI 100–399 Lecture Courses

These courses generally meet for two one-hour lectures and a one-hour discussion section (12-18 students) each week; in addition to examinations, these courses require a formal paper.

HI 401–419 Readings Courses

Unlike the courses below the 400 level, which are primarily lecture courses, the readings courses are smaller group discussions of particular periods or topics. They are open to all students, although in cases of overcrowding, history majors will be given priority. (Required of history majors prior to completion of junior year. Note that normally HI 500 cannot be used to fulfill the readings course requirement.) HI 413 and HI 415 are designed for students with a concentration in history.

HI 420–429 Research Seminars

The purpose of the research seminar is to introduce the student to methods of research and historical writing. During the first few weeks the student reads in the area of the course and is introduced to bibliographical and methodological problems. During the rest of the course the student writes a long paper on a subject of his choosing in consultation with the instructor. The research seminar is required of majors in their junior year and is open to others by permission. The department may permit a student to write an equivalent research paper in a field not covered by the research seminars, in order to fulfill this requirement; in this case he should register for HI 500. HI 500 projects in American history do not fulfill the research seminar requirement.

HI 700 Senior Independent Study Fall, Winter, Spring

All senior history majors will write a two-semester thesis under an adviser in the area of their choosing. The department encourages students to do their theses during the fall and winter terms. Further information on the nature of the thesis is available from the department. Staff

HI 705 Teaching Assistantship Fall, Spring

Teaching assistance in discussion sections of certain lecture courses. Permission of the course instructor is required.

FOUNDATIONS COURSES

***HI 103 Turning-points in Early Modern History** Fall

A consideration of four situations, in two-week blocks, where an individual or a group challenged an aspect of prevailing mores. The course will include the study of such figures as St. Francis and Galileo. This material will be interspersed with readings discussing, at two levels, what sort of job history as a discipline is intended to do. The course is not intended to prove any theory, so much as to open students' minds to how people have behaved, in specific situations, over the six hundred years that comprise earlier modern history. (A section of this course, limited to 15 students, will serve to fulfill the freshman writing requirement.) Mr. Tillinghast and Staff

***HI 104 Modern Revolutions** Spring

This course will study four major social revolutions that have shaped the world we live in — the French Revolution at the end of the 18th century, the Russian and Chinese Revolutions in the first half of this century, and the anti-colonial revolution of the post-World War II era as exemplified by East Africa — and the principal theorist of revolution, Karl Marx. At the same time, while exploring the diversity of these historical experiences and the cultures within which they occurred, the course will adopt a consistently comparative approach designed to unite them within a single conceptual framework. Conducted in lecture/discussion format, with lectures presented by Professors Macey, Lamberti, Clifford and Spencer, according to their area of specialization. Mr. Macey and Staff

LECTURE COURSES

HI 203 United States History: 1492–1861 Fall

A survey of American history from Old World origins to the Civil War. The coverage will be thematic and topical, with emphasis upon selected political, social, and intellectual developments. (One section of this course, limited to 15 students, will serve to fulfill the freshman writing requirement.) Students receiving AP credit in American history may take HI 203 for credit. Mr. McCardell and Staff

HI 204 United States History: 1861–Present Spring

A survey of American history from the Civil War to the present, with special attention to the

*Foundations Course

impact of industrialism upon social, political, and intellectual activity. A continuation of HI 203, but an independent course; there are no prerequisites. Students with AP credit in American history may *not* take HI 204 for credit.
Mr. McCardell and Staff

[HI 215 History of Modern Europe, 1800–1900]
Offered in 1985–86.

[HI 216 History of Modern Europe, 1900–1968]
Offered in 1985–86.

***CL 216 History of Greece** Fall
(See Classics department copy for description.)

[CL 217 History of the Roman Republic]

HI 225 The Foundations of Modern Africa Fall
This course and its sequel, HI 226, are based on the premise that Africa is an area of increasing importance to the United States about which educated Americans must be informed. HI 225 starts with an examination of African societies in the pre-colonial period and ends with the European intrusion into tropical Africa in the late 19th century. The emphasis is on the elements of modern Africa that stem from the pre-colonial and colonial past. Mr. Spencer

HI 226 Modern Africa Spring
Beginning with the establishment of colonial rule at the turn of the century, the course analyzes the resulting growth of nationalism with particular emphasis on the post-1960 years, especially in Southern Africa. Mr. Spencer

HI 235 Modern East Asia: 1750–1912 Fall
The course will examine the histories of China and Japan during the period in which the traditional societies of those countries under the Ch'ing dynasty and the Tokugawa shogunate first came into contact with a dynamic western expansion which the old institutions could not comprehend. The course will conclude with the republican revolution in China and the Meiji restoration in Japan. Mr. Clifford

HI 236 Modern East Asia: 1912–1976 Spring
The course will examine the divergent yet closely related experiences of China and Japan in the twentieth century: the disintegration of traditional Chinese society and politics with the fall of the empire, and the attempts at reintegration through revolution, as well as Japan's accomplishments in modernization, her disastrous invasion of China and her recovery since the war. HI 235, while helpful, is not a prerequisite to this course. Mr. Clifford

HI 331 Imperial China Spring
General survey of the political, institutional, cultural and intellectual development of China beginning with the founding of the empire and continuing through the 18th century. Represented among the readings will be both primary and secondary materials, contemporary literature as well as modern analytical texts. Ms. Endicott-West

[HI 333 Chinese Intellectual History]

HI 334 Chinese Institutional and Social History Fall
A survey of state and society in imperial China with emphasis on continuities in governmental and social institutions past and present. Specific topics will include education and literacy, urban and rural life, peasant rebellions, the role of the merchant in Chinese history, and the question of despotism in China's political institutions.
Ms. Endicott-West

HI 335 Traditional Japan Fall
The course will be a general survey of society and culture of Japan from the earliest times to the fall of the Tokugawa Shogunate. Readings in a variety of primary source materials in translation, literary as well as purely historical.
Mr. Miyaji

HI 338 Modern Middle East History Spring
An introduction to the history of the Middle East with particular emphasis on the evolution of the Arab-Israeli confrontation. Mr. Spencer

[HI 341 The Civilization of the Dark Ages]
Offered in 1985–86.

[HI 342 The Medieval Outlook, 1050–1300]
Offered in 1985–86.

HI 343 Europe in the Renaissance Fall
The course will include the period from roughly 1300 to 1550. There will be no coverage of the Reformation and its antecedents; these will be handled in HI 328. The major focus will be on the background of the cultural events of the period. Mr. Tillinghast

HI 344 The Reformation Spring
An attempt to tie religious currents in the late Middle Ages to the teachings of the earlier

*Foundations Course

Reformers. The stress will be on the relationship between developing religious needs and the prevailing currents in thought and society.
Mr. Tillinghast

HI 346 History of France, 1750–1940 Spring
An introduction to French history from the Old Regime to the Third Republic, this course will examine those historical experiences that have been fundamental in the making of modern France. Concentrating on the interrelationships between social, economic, and intellectual history, primary attention will be devoted to France's successive crises, both revolutionary and non-revolutionary, and the continuities which not only underlay them but also link them to the political consolidation and economic and social modernization of the 20th Century.
Mr. Macey

[HI 347 Russian History to the Great Reforms]
Offered in 1985–86.

HI 348 Russian History from the Great Reforms to the Present Spring
A study of the social, economic, and political courses and consequences of the Russian Revolutions of 1905 and February and October 1917 as a basis for understanding the dilemmas of the Soviet system. The course will be divided equally between pre- and post-revolutionary periods with a final segment on the nature of contemporary Soviet society. Mr. Macey

[HI 349 The History of Germany from 1648 to the Twentieth Century]
Offered in 1985–1986.

[HI 350 English History as a Background for English Literature]

HI 351 The Uses of Biography Spring
A study of how biography has been used in English history. The course will be by discussion and we shall read about one biography every two weeks. Since they will be paperbacks and availability is uncertain, the books will presumably change somewhat each year. At present we shall begin with Eleanor of Aquitaine, go through Froissart and Thomas More, look at some 18th century and Victorian figures, and end in the 20th century. Enrollment limited to 20.
Mr. Tillinghast

HI 354 British History, 1815–1979 Fall
The spectacular rise and dramatic decline of Britain as an imperial and industrial power is the central theme of this course. The century after 1815 was an age of political and social reform and the apogee of middle class culture. But in 1914 the crucial problems of women's rights, of labour versus capital, and of Irish nationalism remained unsolved. Decades of war and economic depression followed. The Labour Party tried, and failed, to create a social democracy out of post-war Britain. Today, with her empire gone, her industry spent, Britain continues to provide a warning and an example to the rest of the world.
Mr. Monod

[HI 361 Colonial America]
Offered in 1985–86.

HI 362 The Era of the American Revolution, 1763–1800 Spring
A study of the origins, progress, and significance of the American Revolution, emphasizing the disruption of the balance of empire, the ideology of revolution, the framing of new governments, and the first decade of nationhood under the Constitution. Ms. Bellows

HI 363 Jeffersonian and Jacksonian America, 1800–1848 Fall
A close study of the so-called "Middle Period" of American History from the "Revolution of 1800" to the Mexican War. The course will examine the major themes of the period—political democracy, economic diversification, social reform, intellectual ferment, and territorial expansion—as parts of an evolving sense of American nationalism. Mr. McCardell

[HI 364 Civil War and Reconstruction, 1845–1890]

[HI 367 Twentieth Century America, 1900–1941]
Offered in 1985–86.

[HI 368 Twentieth Century America, 1941–1980]
Offered in 1985–86.

HI 371 Black History Fall
An examination of the Black experience in America. The nature of slavery and freedom, the significance of migration and urbanization, and the various strategies employed by Blacks to gain equality and a sense of identity throughout American history will give general focus to the

course. The social, economic and political structure of a black community in an urban and a rural environment will receive close attention.
Ms. Bellows

[HI 373 American Diplomatic History]

HI 376 Working Class in American Society, 1850–Present Spring
This course will examine the development of the American working class in relation to four major themes and time periods: the rise of a labor movement and an awareness of social class in 19th-century America; trade unionism and labor radicalism during a watershed era of "incorporation" (1885–1920); the triumph of industrial unionism in the 1930s and '40s; and, finally, the path from accommodation to deindustrialization of post-World War II America. Lectures and readings will probe the themes of race, ethnicity, gender, and culture during each of these periods. Mr. Nelson

READING COURSES

HI 401 Readings in Early European History Spring
A study of the events in the 1620's, 1630's and early 1640's that led to the English Civil War.
Mr. Tillinghast

HI 403 Readings in Modern European History Fall
This course will introduce students to some of the major themes in European history from the 18th century to the present. Specific topics will be selected from among the following: the French Revolution, the Industrial Revolution, the triumph of the middle classes, the rise of political ideologies, the emergence of mass society, communism, fascism, religion, education, health, criminality, and the family, women and sex. For those students who are planning to major in European history, this course will also provide the background necessary for the future selection of research topics. Mr. Macey

HI 405 Readings in American History Fall
Great American Historians. An examination of the changing interpretations of American history, from George Bancroft and the 19th century Romantic Historians to the "Consensus" and "New Left" writers of the 1950's and 1960's, with particular emphasis upon the Turner-Beard-Parrington group of Progressive historians and a few of the principal mid-20th century writers: Hofstadter, Nevins, Potter, Schlesinger. Some of the reading will focus upon changing interpretations of the Revolutionary, Jeffersonian-Jacksonian, Civil War, and Populist-Progressive eras. Required of but not limited to majors. (HI 203 or permission.) Mr. Jacobs, Mr. Nelson

HI 407 Readings in African History Fall
A study of colonialism in Africa based on novels and associated background readings. Authors include Chinua Achebe, Joseph Conrad, Graham Greene, Cheikh Hamadou Kane, Alan Paton, Ousman Sembene, and Ngugi wa Thiongo. Mr. Spencer

HI 409 Readings in Asian History: Nineteenth and Twentieth Century China Fall
An examination of a number of social, economic, political, and intellectual themes in modern Chinese history. Radical, reformist, and conservative programs for modernization in the century and a quarter from the Taiping Rebellion to the present will be analyzed.
Ms. Endicott-West

HI 413 Topics in Modern European History Spring
The focus of the course this semester will be topics in British social history, 1650–1850. These two centuries saw enormous changes in British society, which by 1850 had transformed Britain into the first industrial nation. The devastating effects of the agrarian and industrial revolutions on the lives of labourers will be considered, as will the growth of a middle class consumerisum. The social history of religion and the development of popular political consciousness will be given special attention, along with crime, popular recreations, and family structures. Mr. Monod

HI 415 Topics in American History Fall
Readings will focus on various periods and topics in American history, such as the Revolutionary Era, the Civil War Period, and 20th Century Reform. The course this semester will study post-World War II America. The readings will investigate the "Best Years" and Truman's Fair Deal, the emerging Cold War and its impact on domestic politics, the rise of McCarthyism, the Korean War, and the Eisenhower boom and affluent society of the 1950's. Mr. Jacobs

RESEARCH SEMINARS

HI 420 Writing and Research in European History Spring
Students enrolled in this course, which emphasizes the acquisition of research, organization and writing skills, will be able to select topics

from within the full range of social, economic, political and intellectual problems in modern European history. Each student will be required to produce a research paper based, as far as possible, on primary sources (in translation, where necessary). Mr. Monod

HI 422 Writing and Research in American History Spring

The course, taught by the American history staff, emphasizes methodology and writing, and students will be able to select research topics, in consultation with the staff, from the broad range of the American past. All students will write and submit a research paper based on primary source material. No 500 projects in American history will fulfill the research seminar requirement.

Staff

HI 424 Writing and Research in Non-Western History: Imperialism Spring

Seminar on the impact of Western expansion on the rest of the world. Geographical areas and topics emphasized will vary, with Africa and East Asia as the most probable foci.

Mr. Spencer, Ms. Endicott-West

HI 500 Special Research Projects Fall, Spring
(Permission.)

HI 700 Senior Independent Study Fall, Winter, Spring

HI 705 Teaching Assistantship Fall, Spring
(Permission.)

INTERNATIONAL POLITICS AND ECONOMICS

Co-directors: Mr. Leng (Professor of Political Science) and Mr. Claudon (Professor of Economics).

The International Politics and Economics major offers an interdisciplinary approach to the study of international affairs. The course of study includes extensive course work in political science and economics with an emphasis on international issues, a year or term of overseas study in a foreign language, and senior seminar work in political science and economics. Completion of the major also satisfies the requirements for a concentration.

Requirements for the Major. Courses preceded by an asterisk must be completed at Middlebury. Others may be satisfied during the year or term of study abroad.

A. *Four Courses in Political Science or Cognate Fields:*

***PS 101 Introduction to Political Science,** *or*
***PS 107 Politics and the Study of Politics**
***PS 201 International Politics,** *or*
***PS 311 American Foreign Policy**

Two courses dealing with the student's regional concentration that may be taken in political science, history, geography, anthropology, or some combination of these departments.

B. *Four Courses in Economics*

EC 150 Macroeconomics
EC 155 Microeconomics
***EC 210 Economic Statistics** or an equivalent course in statistics
***EC 350 Macroeconomic Theory** *or*
***EC 355 Microeconomic Theory** (or at Nanterre)

C. *Year or Term of Study Abroad.* This requirement normally will be completed at one of the Middlebury language schools, or in the approved Chinese programs in Taiwan or Hong Kong. The program would be taken in the foreign language most appropriate to the student's regional concentration. Students are encouraged to spend their entire junior year abroad whenever it is feasible.

D. *A Seminar in Political Science and a Seminar in Economics Chosen from the list below.* Majors are required to use the foreign language studied abroad in their seminar research, and to complete projects that combine political and economic issues.

PS 404 The Global Political Economy
PS 404 Seminar on the Causes of War
PS 406 Politics and Society in Contemporary France
PS 408 Seminar on United States-Soviet Relations
PS 412 Seminar on Diplomacy
EC 420 Economics of Development
EC 440 International Trade
EC 445 International Finance

*Foundations Course

Honors. Students who seek Honors in International Politics and Economics may substitute thesis work for one of the required seminars. Honors candidates must submit a thesis proposal to one of the program directors prior to the term in which the thesis is to be written. If the proposal is approved, the student may register for IP 700 (Senior Thesis) for one regular term, or a regular term plus a winter term. After an oral examination of the thesis, honors are conferred or denied on the basis of the grade achieved on the thesis and the average grade received in other Middlebury courses within the major.

ITALIAN

See Spanish/Italian.

PROGRAM IN LITERARY STUDIES

Director: Stephen Donadio

The Program in Literary Studies draws upon the combined resources of the individual language and literature departments, and provides undergraduates with access to the literature curriculum as a whole; as a consequence, it enables them to achieve a broad awareness of a variety of major western literatures of different periods (in addition to the literature of China), while at the same time requiring them to demonstrate a mastery of a single body of literature (e.g., works limited to a particular language, period, or genre).

The over-all design of the program is simple. Each literary studies major is required to take a total of fifteen courses in literature during his four years at Middlebury College. No more than six of these courses may be taken within a single department, and no more than ten in either the humanities or Foreign Languages Division, but in general the courses may be selected from the literature of any language and of any period; they can be wide-ranging surveys or courses devoted to the study of single authors. The specific selection of courses is entirely up to the student, but in order to fulfill the requirements for the major he will be obliged to take: (a) two courses from the list below — one generally historical, one generally theoretical in its orientation — as prerequisites for entry into the program, (b) one course at the 300-level in a foreign language (including Greek and Latin), and (c) a colloquium for majors (taught jointly by two faculty members, one from humanities and one from foreign languages), to be taken during the fall semester of the senior year. In addition, the student should be aware that, at the conclusion of an independent reading course for which he will be enrolled during the fall semester and winter term of his senior year, he will be scheduled to take a five-hour written comprehensive examination, to be followed by a one-hour oral examination in the area of specialization (as described below).

The written examination will require the student to demonstrate a thorough knowledge of major works by the authors listed below. For reasons of practicality, the list of authors whose works are actually covered on the comprehensive examination in any given year is limited to twelve. These twelve authors will vary from year to year, but they will not be specified in advance.

The following current list will give the student a general sense of the range of works which it is presumed he will be prepared to discuss at some length:

Homer	Lorca	Gogol
Aeschylus	Neruda	Dostoevsky
Sophocles	Moliere	Tolstoy
Vergil	Baudelaire	Shakespeare
Ovid	Proust	Milton
Lucretius	Goethe	Wordsworth
Dante	Kafka	Joyce
Boccaccio	Mann	Emerson
Pirandello	Wáng Wéi	Melville
Cervantes	Caó Xuěqín	Faulkner
	Lǔ Xùn	

In addition to works by authors whose names appear on this primary list in the course of the comprehensive examination each literary studies major will be expected to demonstrate his acquaintance with the Old and New Testaments (especially Genesis, Psalms, Job, Song of Songs, Matthew, John, Revelation, and the Epistle to the Romans), as well as principal works of Plato, Aristotle, Rousseau, Marx, and Freud. A full list of the specific works by these authors included on the current primary and secondary lists is available from Mr. Donadio, director of the program.

Beyond the two courses required for entry into the Program (which may be counted toward the major), the 300-level foreign language course, the senior year colloquium and independent reading course, and the total of fifteen courses, the general, defining requirement for the literary studies major is the comprehensive examination, the overall content of which will be known to the student at the start of his undergraduate career. But in the process of completing this *general* literature requirement, the student will also be expected to complete a specialization in the literature of a *particular* culture (e.g., German, English, American, classical), or period (e.g., the 18th century), or genre (e.g., the novel). The specific authors and texts required for each such specialization will be determined by the Program Committee — where appropriate (e.g., for a specialization in French literature), with the consultation of the particular department involved. In the senior year, after the five-hour written comprehensive examination, the student will take a one-hour oral examination in the area of specialization; this examination will be administered by two faculty members, one from each division.

After completing all the specified requirements, the student will be graduated from Middlebury College as a literary studies major with a specialization, for example, in classics, or lyric poetry, or the nineteenth century. Should he wish to pursue graduate study, depending on the nature of his interests and preparation, he could presumably choose to do so in such fields as English or American literature, comparative literature, or a specific foreign language; in addition, he would have a secure background for further studies in law, political philosophy, religion, and cultural and intellectual history.

Students will be eligible for Honors if their combined performance in literature courses and on the two parts of the comprehensive examination indicates that they have achieved an average grade of B+ or higher. Honors will be awarded on the basis of a senior essay of thirty to forty pages to be completed during the spring semester of the senior year (this project counts as one course); a one-hour oral examination on the content and implications of this essay is also required, and, as in the case of the oral examination in the area of specialization, this examination will be conducted by two faculty members, one from each division.

Here, then, is an outline of the structure of the program:

Major Requirement: Total of fifteen courses (no more than ten in either division, no more than six in any one department).

NOTE: Enrollment in this program serves to fulfill the concentration requirement.

(1) As prerequisites for entry into the program, two of the following courses — one from each category — as currently offered.

HISTORICAL

[*CL 121 The Classical Tradition]
[*CL 150 The Ancient Epic]
***RE 200 Foundation of Western Religious Life and Thought** Spring
***PS 101 Introduction to Political Science** Fall

THEORETICAL

***EL 112 Mythologies Timeless and Timely, Traditional and Contemporary** Spring
[*FL 251 Literature and Revolution]
CS/LS 260 Introduction to Literary Criticism and Analysis Spring

(2) One course at the 300-level in a foreign language.

(3) At least four literature courses, but no more than six, to be taken within a single department. (Courses in language instruction may not be counted toward this requirement.)

(4) Area of specialization (by genre, period, or national literature). A one-hour oral examination, to be taken after the written comprehensive examination in the senior year, is devoted to this area of specialization. The texts required for this examination will be determined in advance by the Program Committee — where appropriate (e.g., in the case of a specialization in French literature, English literature, etc.) with the consultation of the particular department involved.

(5) Senior Colloquium for majors (open to non-majors if space is available), taught jointly by one member of the English or

*Foundations Course

American literature department, and one member of a foreign language department.

(6) Senior Independent Reading Course in preparation for the comprehensive examination: fall semester and winter term. Students engaged in such preparation may choose to meet informally (or regularly) with one another, and may solicit informal faculty participation in discussions of individual texts.

(7) Comprehensive Examination (on works of Primary and Secondary Lists), to be taken at the end of the winter term of senior year. The examination will be in two parts:

(a) a five-hour written examination concerned with authors and works appearing on the Primary and Secondary readings lists.

(b) A one-hour oral examination to be administered by two examiners (one from each division) in an area of specialization (i.e., a single period, genre, or national literature).

(8) Students achieving an average grade of B+ or higher in the Program will be eligible for Honors. Honors will be awarded on the basis of a Senior Honors Essay of 30-40 pages, to be completed (for one course credit) during the spring semester of the senior year; a one-hour oral examination on the content of this essay — to be administered by two examiners, one from each division — will also be required.

The Literary Studies Program is administered by Stephen Donadio, who serves as chairman of a Program Committee made up of representatives of each of the participating departments (one member per department). This Program Committee establishes the Primary List for the comprehensive examination; each of the participating departments will recommend for inclusion on that list the names of three major authors of three different periods. In addition, the Program Committee is responsible for determining the subsidiary lists of authors and texts required for specializations (e.g., in the novel, the sixteenth century, etc.)

LS 260 Introduction to Literary Criticism and Analysis Spring

Starting with an examination of several historically important works of critical theory, this course seeks to better acquaint the student with a variety of different approaches that may be applied to the analysis of literary texts. Although poetry and poetics will be touched upon, this course will center more on the discussion of critical methods used in analyzing literary prose narratives as well as application of those methods by students in the analysis of selected works of fiction. Discussion format with limited enrollment. (This course is also listed as CS 260.)

Mr. Berninghausen

LS 500 Independent Reading Course Fall

Intended for majors in Literary Studies preparing for the senior comprehensive examinations.

Mr. Donadio

LS 700 Special Research Winter

Intended for majors in Literary Studies preparing for the senior comprehensive examinations.

Mr. Donadio

LS 705 Senior Colloquium Fall

Reading and discussion of selected works from the Comprehensive List, intended for senior majors in Literary Studies (open to non-majors if space available). Mr. Donadio

MATHEMATICS AND COMPUTER SCIENCE

Professors: Michael Olinick, Bruce Peterson *Associate Professors:* John Emerson, Andrew Fowler Robert Martin (chairman) *Assistant Professors:* Thomas Copeland, Bruce Sagan, Peter Schumer *Visiting Assistant Professor:* David Dorman *Visiting Instructor:* Janine Clookey

The Department of Mathematics offers an introduction to a broad spectrum of areas including foundations, algebra, analysis, applied mathematics, computers, geometry, probability and statistics, and topology. Accompanying the growth of applications in many fields has been the enrichment of our own programs by the addition and reorganization of courses in our offerings to accommodate such applications. Our program is designed in the spirit of the liberal arts tradition to fulfill the needs of three classes of present day students:

1) those who are interested in mathematics but who will not major in a field requiring mathematics.

2) those who need mathematics as an integral part of the chosen major.

3) those who intend to major in mathematics.

The major includes a core sequence of analysis and modern algebra. Each major will choose several electives, such choices being made with the help of an adviser in order best to fulfill the student's particular mathematical needs.

Advanced placement is offered for freshmen whose secondary training indicates they can successfully bypass one or more beginning courses.

Mathematics is frequently elected as a joint or double major with other disciplines in the various divisions of the college. Students who wish to pursue the major and to enroll in teacher education as well should consult both a mathematics adviser and the Director of Teacher Education early in their college careers.

Required for the major: MA 112, 113, 200, 201, 213, 302, 401, 402, three electives at the 200 level or above and MA 704 in the senior year.

Majors are strongly urged to take MA 401-402 in their junior year.

A student who wishes to be considered for departmental Honors in mathematics must submit for approval a proposed plan of study by the beginning of his or her junior year. The study plan must include a set of at least four elective courses in mathematics (some of which may have been completed in the sophomore year). One or more of these electives must be of an advanced nature. Normally, such a fourth elective will be chosen from the departmental offerings in abstract algebra, topology, geometry, measure theory, complex variables, number theory, or set theory and logic. (A proposed study plan for Honors with an emphasis on applied mathematics must include courses or independent study at a level beyond that of the department's standard courses in probability, statistics, modelling, operations research, and computer science.)

The department offers a coherent set of courses in the area of Computer Science. There are two distinct levels of introductory courses in Computer Science, MA 103 and MA 213. MA 103 is a less intensive introduction to computers than MA 213, designed for students outside the Natural Sciences Division. Although no major in this area is offered, the courses MA 213, 214, 323, 325, and PH 222 present the substantial portion of a core curriculum in Computer Science recommended by the Association for Computing Machinery (ACM).

Because of the wide variety of offerings available at other institutions, any student wishing to substitute a course from another school for any mathematics course must seek approval from the department before registering for the course.

MA 103, MA 105 and MA 106 are courses designed for students with minimal secondary school background in mathematics. Students who have completed the MA 112-113 calculus sequence and who are therefore prepared to work at the level of 200 courses in mathematics should not register for MA 105. Such students should consult with a member of the mathematics faculty about the most appropriate manner for completing a foundations course requirement in the sciences.

***MA 103 Introduction to Computers** Fall, Spring

An introduction to computer science for those interested in acquiring elementary computer literacy and exploring some of the impact of computers on society. The course will begin with problem solving methods and algorithmic development using the BASIC programming language. The elements of BASIC discussed will include numeric and string data types, expressions, arrays, loops and text files. Algorithmic development will stress flowcharting, stepwise refinement and methods of debugging programs. Students will also learn how to use the text editing and graphics features of the Middlebury computing system.

Mr. Martin (Fall), Mr. Olinick (Spring)

***MA 105 Finite Mathematics: Probability, Matrices, and Programming** Fall

The course will introduce foundational and philosophical aspects of probability at a level which presumes only three years of secondary school mathematics. Topics include conditional probability, Bayes Theorem, Law of Large Numbers, expected value and Markov Chains. Matrix algebra and systems of linear equations will be used in the context of discrete probability. Examples from biology and the social sciences will illustrate concepts and applications of probability. The course provides a foundation for the study of computer science. Elementary programming in the BASIC language will be introduced, and applied to other areas considered in the course. Mr. Emerson

* Foundations Course

***MA 106 Introduction to Statistical Science** Spring

A practical introduction to statistical methods and the examination of data sets. Computer software will play a central role in analyzing a variety of real data sets from the physical and social sciences. Topics include descriptive statistics, elementary distributions for data, hypothesis tests, confidence intervals, correlation, regression, contingency tables, and analysis of variance. The course is especially suited to students in the physical, social, medical, and environmental sciences who have a modest background in mathematics and who seek an applied orientation to data analysis. (MA 105, MA 112, or permission.) 3 hrs lect., 1 hr. computer lab.

Mr. Emerson

[*MA 107 Foundations of Mathematics]

[MA 111 From Continuous Functions to the Calculus]

MA 112 Mathematical Analysis I Fall, Spring

Introductory analytic geometry and calculus; designed for students with four years of secondary school mathematics. The differential calculus of algebraic functions and applications; the indefinite and definite integral, area under a curve. Introduction to natural logarithm and exponential function. Staff

MA 113 Mathematical Analysis II Fall, Spring

A continuation of MA 112; may be elected by freshmen who have had an introduction to analytic geometry and calculus in secondary school. The calculus of the elementary transcendental functions. Applications of integration. Methods of antidifferentiation and elementary differential equations. Polar coordinates. Improper integrals. Ordinary differential equations. (MA 112 or permission.) Staff

MA 115 Calculus for the Social Sciences Fall, Spring

A continuation of MA 112 intended for students majoring in the social sciences. Topics include: the exponential function, techniques of integration, functions of several variables, linear equations and matrices, and ordinary differential equations. Social Science students contemplating graduate study and all science students should take the MA 113, MA 200, MA 201 sequence. (MA 112 or permission.) Staff

MA 200 Linear Algebra Fall, Spring

Matrices and systems of linear equations. The vector space R^3 and other real vector spaces. Independence and dimension. Scalar products and orthogonality. Linear transformations and matrix representations. Eigenvalues and similarity. Determinants. The inverse of a matrix and Cramer's Rule. (MA 112 or permission.)

Mr. Peterson, Mr. Emerson

MA 201 Mathematical Analysis III Fall, Spring

The calculus of functions of more than one variable. Introductory vector analysis, analytic geometry of three dimensions, partial differentiation, multiple integration, line integrals, elementary vector field theory, and applications. (MA 113 and MA 200 or permission. MA 200 may be taken simultaneously.) Staff

MA 203 Mathematical Analysis IV Spring

A continuation of MA 200. Inner product spaces and cannonical forms. The Cayley-Hamilton and spectral theorems. Applications to systems of linear differential equations. Sequences and series with applications to differential equations. Staff

MA 213 Programming I Fall, Spring

An intensive introduction to the computer programming and algorithm design using PASCAL. The methodology of structured programming is stressed throughout the course. Weekly programming assignments are a significant part of the course. The final 2–3 weeks of the course introduce FORTRAN as a second language, showing students how to extend the concepts learned in PASCAL to another language. (MA 112 is recommended, but not required.) Staff

MA 214 Programming II Fall, Spring

A second course in programming designed to expand student's programming abilities and knowledge about computers. Emphasis is placed upon the design and construction of large programs, including a significant group programming exercise. Time will be spent comparing BASIC, FORTRAN, and PASCAL for various programming applications. (MA 213.) Staff

[MA 220 Graph Theory and Combinatorics]

[MA 222 Convex Figures]

[*MA 227 Set Theory]

MA 302 Abstract Algebra I Spring

Groups, subgroups, Lagrange's theorem, homomorphisms, normal subgroups and quo-

*Foundations Course

tient groups. Rings and ideals, integral domains and fields. The field of quotients of a domain. The ring of polynomials over a domain. Euclidean domains, principle ideal domains, unique factorization, factorization in a polynomial ring, modules and vector spaces over arbitrary fields. (MA 200, or permission.) Staff

MA 315 Mathematical Models in the Social, Life and Management Sciences Fall

An introduction to the role of mathematics as a modeling tool and an examination of some mathematical models of proven usefulness in problems arising in the social and management sciences. Topics will be selected from the following: axiom systems as used in model building, optimization techniques, linear and integer programming, theory of games, systems of differential equations, computer simulation, stochastic processes. Specific models in political science, ecology, sociology, anthropology, psychology, and economics will be explored. (Permission). Mr. Olinick

MA 318 Selected Topics in Operations Research Spring

Operations Research is the utilization of quantitative methods as an aid to managerial decisions. In this course, several of these methods will be introduced and studied in both a mathematical context and a physical context. Topics included will be selected from the following: classification of problems, and the formulation of models, linear programming, network problems, transportation problems, shortest route problems, assignment problems, integer programming, non-linear programming queues, inventory problems, and game theory. (Permission.) Mr. Olinick

[MA 323 Computer Systems and Assembly Language Programming]

MA 325 Data Structures and File Processing Spring

A study of complex data structures with particular emphasis on their application to file structures and processing methods. Basic properties of linked lists and tree structures are developed at the beginning of the course. These structures are then examined for their applicability to various file organization and access methods, e.g., indexed, inverted list, multilist, networks, and hierarchical. The relationship between these concepts and the overall operation of data base management systems will also be discussed. (MA 214.) Staff

MA 401 Advanced Calculus Fall

Further topics in the calculus and real analysis. Fundamental concepts of real function theory, divergence and curl, line integrals. Green's theorem, the Stieltjes integral, infinite series, power series, Fourier series, improper integrals. (MA 201 and MA 203.) Mr. Sagan

MA 402 Advanced Calculus Spring

Further topics in the calculus and real analysis. A continuation of MA 401. Mr. Sagan

[MA 403 Abstract Algebra III]

MA 413 Ordinary Differential Equations Fall

An informal introduction to ordinary differential equations with an emphasis on techniques and applications. (MA 201 or permission.) Mr. Dorman

MA 423 Algorithms and Complexity Spring

The theory of the design and analysis of algorithms covering topics such as: The complexity and efficiency of algorithms, various complexity classes of algorithms, the notion of computability, and methods for determining the correctness of algorithms. (MA 214.) Mr. Sagan

MA 431 Complex Analysis Fall

An introduction to functions of a complex variable. Mappings of the complex plane, analytic functions, Cauchy Integral Theorem and related topics. (MA 201 or permission.) Mr. Schumer

MA 500 Advanced Study Fall, Spring

Individual study for qualified students in more advanced topics in algebra, number theory, real or complex analysis, topology. Particularly adapted for those who enter with advanced standing. (Permission.) Staff

MA 704 Senior Seminar Fall, Spring

Each student is required to complete and present a major paper on a topic chosen with the advice of a faculty member. In addition, during the academic year, each student is expected to attend a series of lectures designed to introduce and integrate areas of mathematics not covered in the previous three years. Mr. Martin

MUSIC

Professors: Emory Fanning (chairman), George Todd *Assistant Professor:* Dale Cockrell *Instructor:* James Griesheimer

The Music department offers courses in theory, history and performance. Majors are required to take MU 209-210, MU 309-310, MU 220-221, MU 306-307, MU 390, three upper-level elective courses plus one or two units of senior work. All 300-level music courses assume both ability to read music and rudimentary theoretical knowledge. In addition to the curricular requirements, majors are expected to participate for four semesters in departmental ensembles: Choir, Orchestra or Chamber Ensembles.

All majors must demonstrate at the piano the ability to read a 4-part hymn setting at sight at a steady tempo. The examination will be administered first at the beginning of the junior year and must have been successfully completed before the beginning of the senior year. Reading knowledge of a foreign language is required of majors concentrating in music history. German, French, or Italian is recommended though another language may be substituted with departmental approval.

Honors: Music majors will propose a Senior Project during the winter term of their junior year. These will be reviewed and approved by the department during the following spring term. The projects may be one- or two-term projects. A grade of B+ or better on the completed project will be granted Honors as follows: B+ in senior work and at least B+ in overall departmental average, which includes Senior Project grade(s), will be granted Honors. A− in senior work and at least A− overall average, High Honors. A in senior work, A in overall average, Highest Honors.

***MU 101 Introduction to Musical Styles** Spring

A study of musical life and literature from antiquity through the 20th century with an emphasis on major styles and their essential elements. The course aims to develop in students the minimal listening skills necessary for differentiating among styles and composers. Elementary principles of notation, useful in following simple scores, to be explained in class. No previous experience assumed. Mr. Griesheimer

***MU 105 Perspectives of Music** Spring

Perspectives of Music is intended as an overview of the ways that man approaches music as a study. Lectures will deal with the perspective of not only the composer, the performer and the listener, but also the physicist, the psychologist, and anthropologist, dramatist, and historian.

Mr. Todd, Mr. Cockrell

[*MU 109 Rudiments of Music]

[MU 120 World Music]

MU 205 Performance Lab Fall, Spring

Credit may be conferred for performance in faculty-supervised ensembles, one unit of such credit to accrue over three terms. At the end of each semester, certificates of credit may be issued by supervising faculty, credit to be based on attendance and quality of performance. A student may register for MU 205 during the term of completion of credit requirement, i.e., during the semester for which he earns the third certificate. No more than one certificate may be earned in any one semester. Certificates may be earned only for work during the spring and fall terms. A student may not register for both Performance Lab (MU 205) credit and Performance Class (MU 306, 307) credit in the same semester.

Mr. Fanning, Mr. Griesheimer

MU 209 Theory Fall

MU 209 assumes basic notational skills (MU 109, or its equivalent) and minimal keyboard sight reading ability. The course exercises the student in the manipulation of diatonic musical materials; modes, triads and their inversions, melody construction, simple harmonizations with primary and secondary triads. Three ear-training labs per week in addition to lectures. Computer-assisted instruction. Mr. Todd

MU 210 Theory Spring

Continuation of MU 209. Four-part harmonization through diminished seventh, augmented sixth and neapolitan chords; modulation and use of altered chords; construction of small original compositions. Ear-training labs continued.

Mr. Todd

MU 220 Survey of Music History Fall

A chronological survey of the history, culture and literature of Western art music from ancient Greece through the Baroque era. Emphasis will be placed on stylistic analysis of the basic literature. Ability to read music and rudimentary theoretical knowledge are assumed. Mr. Cockrell

MU 221 Survey of Music History Spring

A chronological survey of the history, culture and literature of Western art music from the Pre-Classical period through the most contemporary styles. Emphasis will be placed on stylistic analysis of the basic literature. Ability to read music

*Foundations Course

and rudimentary theoretical knowledge are assumed. (MU 220 is *not* a prerequisite.)
Mr. Cockrell

[MU 230 American Popular Song]

MU 250 Introduction to Electroacoustic Music Fall
This course deals with both the history of electroacoustic music, the techniques used to produce it, and the aesthetic questions it raises. Topics will include: Waveforms and vibrations, the nature of sound sources and sound propogation, the human ear and its response, the acoustical characteristics of conventional instruments, "found" sounds and the human voice, and psychoacoustics. Listening and reading assignments will focus on the electronic music literature and aesthetic issues. There will be some "hands-on" experience using the Synclavier and other equipment. No musical experience is assumed. MU 250 is prerequisite to MU 350, Electroacoustic Musical Composition. Mr. Todd

[MU 290 Fundamentals of Conducting]

MU 306 Performance Class Fall
The focus of this course is the development of musical understanding and expression through active participation in music-making. The course serves both as a master class and as a forum for public performance by advanced students. (Permission.) Mr. Fanning

MU 307 Performance Class Spring
Continuation of MU 306. Mr. Fanning

MU 309 Analysis Fall
The study of individual works and genres for advanced students. Analysis will be done through readings, score study and compositional exercises. (Permission.) Mr. Fanning

MU 310 Analysis Spring
Continuation of MU 309. Mr. Fanning

[MU 312 Composition]

[MU 320 Masters of the Eighteenth Century]

[MU 321 Music in the Medieval and Renaissance Periods]

MU 322 Music in the Baroque Era Spring
A study of musical life and literature in Europe from 1600 to the death of Bach. Among the major topics: Giovanni Gabrieli and the Venetian legacy; origins and development of opera in Italy; Lully and French music under Louis XIV; English music during the Commonwealth and Restoration; the music of the Reformation. The life and works of G.F. Handel and J.S. Bach.
Mr. Griesheimer

[MU 323 Music in the Classical Period]

MU 324 Music in the Romantic Era Fall
An in-depth study of selected elements of the history, culture and literature of 19th century Western art music, from Beethoven through Debussy and Mahler. Topics for discussion and lecture may be selected from: genre development, the most significant composers, nationalistic musics, society and music in the period, the dialectic of Romantic music, program music, the *gesammtkunstwerk* approach, post-romanticism. Ability to read music and rudimentary theoretical knowledge are assumed. Mr. Cockrell

[MU 325 Music in the Twentieth Century]

MU 326 Music in America Spring
A study of the history, culture and literature of music in the New World, from the earliest known musics of the Native Americans, through the colonial and federalist periods, to the present. A special emphasis will be on the "American experience," and its cultural relationship to our musical expression. Mr. Cockrell

[MU 327 New England Folk Song]

[MU 329 The Study of Musical Instruments]

MU 330 Symphonic Literature Fall
A study of the symphony and related forms (tone poem, concert overture, etc.) from c. 1740 to the present. Among the major topics: The preclassical symphony of Haydn, Mozart, and Beethoven, 19th century developments (program elements, literary influences, nationalism), the symphonies of Schubert, Schumann, Mendelssohn, Berlioz, Liszt, Franck, Dvorak, Brahms, Tschiakovsky, Bruckner, Mahler, the tone poems of Liszt and R. Strauss, the symphony in the 20th century (Hindemith, Schoenberg and his circle, Bartok, Prokofiev, Shostakovitch, Stravinsky, Copland, Ives), commercial applications of the symphonic tradition (movie music, TV scores, etc.). Mr. Griesheimer

[MU 331 History of Opera]

[MU 340 Beethoven and the New Currents of the Nineteenth Century]

MU 350 Electroacoustic Music Composition
(Formerly MU 301) Spring

This course involves the composition of music using electroacoustic devises. MU 350 culminates in a concert of student works composed in the college's electronic studio. (MU 250.) Limited to seven students with permission. Mr. Todd

MU 390 Junior Seminar in Music History Fall

An introduction to the use of research tools and methods in musicology in preparation for the senior work. 1) Primary and secondary sources; 2) form of the research document; 3) practical projects in early notation, textual criticism, and bibliography to be announced. Staff

MU 500 Independent Study
(Permission.)

MU 704 Senior Work

PERFORMANCE STUDIES

Students may take Applied Music for credit or as an extracurricular activity.

Undergraduates interested in performance for academic credit see descriptions for MU 205, MU 306, MU 307.

While private study is not required for participation in ensembles, it is strongly encouraged.

Students who wish private instruction in piano, organ, cello, violin, viola, flute, classical guitar, voice or oboe should enroll with the department before registration. Inasmuch as spaces are limited, auditions may be required.

Fees are to be paid to the Cashier's Office upon receipt of a bill at the beginning of each term. No rebate is allowed for lessons missed except in the case of continued illness. Performance studies consist of one lesson weekly.

For those students accepted for private instruction, the applied fee is waived if they are enrolled in MU 306, MU 307, and 700 and 500 courses in Applied Music.

Private instruction in piano
Staff/Ms. Fanning, Mr. Glarner
Private instruction in organ
Mr. Fanning and Staff
Private instruction in cello Ms. Hilger
Private instruction in violin and viola Mr. Gusakov
Private instruction in flute Ms. Jerome
Private instruction in voice
Ms. Nall, Ms. Messier
Private instruction in oboe
Mr. Griesheimer
Private instruction in guitar
Mr. Geoghegan

The College will assist the student as far as possible in securing adequate instruction when not provided by the regular staff.

Music Library. The Christian A. Johnson music library contains over 15,000 records, scores, books, and a collection of chamber music. Listening facilities for records and tapes in the library are available to anyone from the college community.
Mr. Rehbach, Librarian

Electronic Music Studio. A well-equipped studio which includes a Synclavier II with Sample-To-Disk. Mr. Todd

Practice Facilities. Practice rooms with pianos are available for individual and group rehearsal. Organs: Walcker (1969) mechanical action, 15 ranks; Wicks (1978) 2 ranks, and Gress-Miles (1970) 48 ranks. Application should be made to the secretary of the music department.

College Orchestra. Weekly rehearsals leading to the performance of music from all periods. Instrumentalists may arrange for an audition through the department secretary. Mr. Griesheimer

Chamber Ensembles. Coaching in chamber music for standard vocal and instrumental combinations: madrigal group, string quartet, woodwind quintet, etc., is also available.
Mr. Fanning, Mr. Griesheimer

College Choir. The College Choir sings at chapel services and special concerts on and off campus. Audition required, open to all students without prerequisite. Mr. Fanning

Recitals. Regularly scheduled recitals and lectures are open to the public.

PROGRAM IN NORTHERN STUDIES

The Northern Studies Program is an interdisciplinary progam focusing on all aspects of the Circumpolar North. The Program was initiated in 1977 and was supported for three years by a CAUSE grant (Comprehensive Assistance to Undergraduate Science Education) from the National Science Foundation. The goal of this Program is to

provide students with a strong interdisciplinary course of study by applying the traditional natural and social scientific disciplines to an understanding of northern environments and man/nature relations in the North. The Northern Studies Program is a cooperative venture between Middlebury College and the Center for Northern Studies, an independent, non-profit research and educational facility located in Wolcott, Vermont, about 70 miles northeast of the College. This joint Program is supervised by a Northern Studies Advisory Committee.

Students participating in the Program normally spend one or more semesters in residence at the Center in the course of their undergraduate years. The Center is located in a natural environment that closely approximates those of the Canadian, Alaskan and Siberian northlands. Thus, the Northern Studies Program is able to emphasize the field aspects of northern studies in a manner that is not possible in other areas of the continental United States. The Center also conducts an active research program in Alaska and other northern areas. The senior staff members of the Center for Northern Studies are adjunct faculty members of Middlebury College and are intensively involved in all aspects of the Northern Studies Program.

Requirements for a Northern Studies Major

Students majoring in Northern Studies will normally follow one of the two "major tracks": biology or quaternary science, taking five or six courses within the appropriate cooperating department. Joint majors involving Northern Studies and other departments or programs are possible, subject to the general College rules regarding joint majors. No standardized or recognized joint majors have been established involving Northern Studies. However, Northern Studies students have pursued joint majors with Sociology/Anthropology, Geography, and Philosophy. It is the responsibility of any student desiring to pursue a joint major to seek and obtain the approval of both the chairman of the relevant department and the director of the Northern Studies Program.

The following is a list of required courses for each of the major tracks. Students are urged to work out their plans of study early and carefully, as the period spent in residence at the Center shortens the time available to take required courses on the College campus.

Biology:

***BI 125**	**Introduction to Biological Principles**
BI 190	**General Ecology**
BI 203	**Botany**
BI 250	**Cells and Organelles**
BI 311	**Ecosystem Analysis**

Quaternary Science:

GL 112	**Environmental Geology**
GL 161	**Oceanography**
GL 252	**Geomorphic Processes**
GL 261	**Sedimentary Rocks**
GG 201	**Techniques of Environmental Analysis**
GG 354	**Weather and Climate**

An additional list of recommended courses in chemistry, mathematics, physics and computer programming may be obtained from faculty members, along with details of the options for joint majors. Other courses in these or other departments may be accepted, at the discretion of the faculty.

Along with the courses taken in the "tracks," students are required to take NE 151 and NE 152, preferably in the freshman year.

Majors will spend one or two semesters at the Center for Northern Studies, taking the courses described below. Majors also ordinarily take Winter Ecology (NE 350) at the Center in winter term. Normally, students are resident at the Center during the junior year, though residence at the Center is possible in exceptional cases during the sophomore or senior year. During the semester-in-residence, students plan their future courses on campus with Center and Middlebury faculty advisers. Planning also begins for the student's senior work.

Students normally take two or three units of senior thesis work (NE 700). At least one thesis unit is required for the major. No more than three units of senior thesis work may be applied toward a Middlebury degree. The two unit thesis may be either field or library based and is not defended in the

* Foundation Course

sense of a three unit thesis. The three unit thesis requires original, predominantly field oriented work; the thesis is read by and defended in front of three faculty members after a seminar discussing the work has been presented by the student.

Students are encouraged to collect the data for their thesis work in the summer before the senior year. The thesis may be carried out either at the Center or at Middlebury.

A limit of nine regular term courses and one winter term course can be accepted from the Center for Northern Studies toward the Middlebury degree. This limitation includes any research and thesis work undertaken at the Center.

A non-credit Northern Studies Seminar is held in Middlebury during the academic year to provide continuing contact for those students who have taken a semester-in-residence at the Center, and information about the program for others.

While there is no language requirement for the Northern Studies major, students who have serious career plans in the North are strongly encouraged to develop a reading knowledge of Russian.

Further specific information on the Program can be obtained from Mr. S. Young, Mr. O. Young, and the administrative coordinator for Northern Studies at the College.

NE 151 Introduction to the Polar Environments Spring

An introduction to the physical, biological, and historical characteristics of the polar world. Emphases on climate, glaciation and other physical features of the polar environments, ecosystems of the boreal forest, tundra, antarctic, and polar seas, the environmental history of polar regions in relation to geological times, and the relationships between the polar regions and pre-industrial and modern human societies. (This course is open to freshmen and sophomores, juniors and seniors by permission only.)

Mr. S. Young

NE 152 Public Policy in the Circumpolar North Fall

An introduction to social issues and problems of public policy characteristic of the Circumpolar North. Emphases on the management of renewable and nonrenewable resources, land use and sea use, the problems of northern native peoples, community development in the Circumpolar North, international relations of the far North, and parallels with Antarctica. (This course is open to freshmen and sophomores, juniors and seniors by permission only.) Staff

SEMESTERS-IN-RESIDENCE PROGRAMS AT THE CENTER FOR NORTHERN STUDIES

All students who wish to attend a semester-in-residence program must apply to the Center for Northern Studies well in advance of the semester. Applications may be obtained from Northern Studies office on campus (Science Center, Room 428).

Financial Arrangements:

The College will forward part of the student's comprehensive fee payment to the Center for Northern Studies to cover costs for students who enroll in a full semester-in-residence program, or a semester-in-residence program and the winter term-in-residence at the Center. The College, however, does not contribute any portion of the comprehensive fee, or any other financial assistance, to cover the costs of one or more individual courses taken at the Center, or for the winter term-in-residence when it is not taken in conjunction with a full fall or spring semester-in-residence at the Center or a major in Northern Studies.

FALL SEMESTER-IN-RESIDENCE at the Center for Northern Studies. Prerequisites for this term are NE 151 and BI 190.

This semester-long program is the equivalent of four normal Middlebury courses. The semester begins with a two-week field trip to eastern Canada, where students are introduced first-hand to northern environments and begin mastering techniques of environmental analysis. Emphasis will be on the floristics, soils and glacial geomorphology of the region. Detailed study materials will be sent to the students during the summer. These will form the basis of the lectures before we leave.

NE 310 Paleoenvironment and Prehistory of the Circumpolar North Fall

The present physical, biological, and cultural environment of the Circumpolar North is largely a function of a unique series of events and processes which have taken place during the Quaternary Period. These include repeated episodes of glaciation, dramatic changes in climate, major fluctuations in the distribution patterns of north-

ern organisms, and the arrival and development of a variety of human societies in cold regions.

This course is concerned with the information, material, and techniques available to the scientific community which form the basis for the reconstruction of the events and trends of the Quaternary Period in northern areas. Particular emphasis is placed on the eclectic point of view which is necessary to developing concepts of the Quaternary, and to placing the present nature of the northern environment in a historical perspective.

The course involves weekly three hour lecture-seminar sessions, several of which will be team taught by the two participating instructors. Field and laboratory work will concentrate on the techniques of environmental reconstruction, including Quaternary geomorphology and stratigraphy and paleontological and archaeological techniques. Mr. Wenzel, Mr. S. Young

NE 320 Dynamics and Characterization of Northern Ecosystems Fall

This course will concentrate on the interactions between polar organisms and their physical and biological environment on a broad scale. Topics will include energy pathways, predator-prey, parasitic, and other symbiotic relationships, destabilizing and cyclical factors in the ecosystem, and methods and concepts for describing, classifying, or otherwise characterizing boreal forest and tundra ecosystems and their components.

Field and laboratory work will consider methods of elucidating and measuring various processes and relationships typical of northern ecosystems and techniques for describing and comparing sample areas. Mr. Cogbill

NE 330 Indigenous Cultures of the Circumpolar North Fall

For at least the last 15,000 to 30,000 years the native peoples of the Circumpolar North have been a significant factor in the natural environment of the region. This course offers an introduction to various indigenous cultures of northern regions at a time immediately before extensive contact was established with modern western culture. Some consideration will also be given to long established rural western communities in northern areas. Major emphasis is placed on the historical context of the emergence and establishment of these cultures, as well as on the ways in which the cultures have interacted with the natural environment. Mr. Wenzel

NE 340 Polar Biota Fall

This course considers the identification, systematics, evolutionary adaptations, and autecology of the major groups of plants and animals which make up the biological phase of the northern environment. Some consideration is also given to the Antarctic biota. While the larger and more conspicuous terrestrial organisms receive the major emphasis in this course, some consideration is also given to aquatic and marine biota.

During the three-hour weekly lecture sessions, students will become familiar with the theory and process of identification and classification of the relevant plants and animals. Field and laboratory work will stress identification of these organisms, particularly vascular plants, in their native habitat. Mr. S. Young

WINTER TERM-IN-RESIDENCE at the Center for Northern Studies. Prerequisites for this term are NE 151 and BI 190.

NE 350 Winter Ecology Winter

Among the most important challenges to polar organisms are intense seasonal change of conditions, intense cold, limited energy resources in the environment, and the establishment of long-term snow and ice cover. These factors have provided selection pressure for a remarkable series of adaptations by polar organisms. This course examines the physiological, anatomical and behavioral adaptations of polar plants and animals to winter and seasonal conditions in both terrestrial and aquatic ecosystems. Lab: The course is taught largely in an intensive lab and field work format. Topics include the observation of animal behavior, including radio tracking, the nature of cell adaptation in plants (and some animals) to below freezing temperatures, the behavior of aquatic ecosystems under thick ice cover and low light penetration, and the means by which organisms have adapted to the presence of a deep snow cover. Mr. Marchand

SPRING SEMESTER-IN-RESIDENCE at the Center for Northern Studies. Prerequisites for this semester are NE 152, EC 155, and BI 190. This semester-long program is the equivalent of four normal Middlebury courses. During the spring semester, each student will plan and carry out an original research project under the supervision of the center's professional staff.

NE 360 The Political Economy of Resource Management Spring

A study of societal decision-making regarding the human use of natural resources and natural environments. The first half of the semester is devoted to a comparative examination of three theoretical approaches to this subject: the micro-economic perspective, the ecological perspective,

and the institutional perspective. This is followed by a series of substantive applications of particular relevance to the far North. Topics covered in this section of the course include: Outer Continental Shelf oil and gas, hardrock minerals, forest products. marine fisheries, amenities values, and pollution control. Mr. O. Young

NE 370 Northern Policy Studies Spring

The pervasive presence of governments throughout the Circumpolar North makes this region an ideal laboratory for the study of public policy. Focusing on contemporary northern issues, this course both applies existing knowledge and seeks new insights concerning the nature of public policy. Topics covered include: the role of the state in society, the formation of policy agendas, the analysis of policy alternatives, the enactment of specific public policies, policy implementation, and policy evaluation.

Mr. O. Young

NE 380 Community Development in the Circumpolar North Spring

The rural communities and villages of the Circumpolar North suffer from a variety of social problems (for example, large scale emigration, extensive unemployment, financial insolvency, and high rates of alcoholism). While these problems are especially severe in predominantly native communities, they are pervasive throughout the Circumpolar North. How did these conditions arise, and what can be done to alleviate them? This course focuses on various explanations of the contemporary problems of these rural communities and on an analysis of alternative strategies for alleviating these problems. Mr. Wenzel

NE 390 Northern Legal Issues Spring

Legal research and analysis differs greatly both from natural science and from social science. Using cases relating to the Circumpolar North, this course offers students an introduction to legal materials, processes, institutions, and modes of thought. In any given semester, case materials will be drawn from controversies pertaining to public land, Native claims, offshore oil and gas development, hard rock mining, water rights, forest management, wildlife, fisheries, and international resource agreements.

Ms. Osherenko

NE 395 Northern Resource Conflicts Spring

The rapid growth of interest in developing the natural resources of the Circumpolar north has given rise to increasingly severe conflicts among interests active in both the private and public sectors. This course examines the nature of these conflicts and evaluates the merits of alternative methods of resolving these conflicts. Among the methods considered are litigation, arbitration, legislation, negotiation, and problem-solving as well as the responses to conflict traditionally used by indigenous northern communities. The course places considerable emphasis on participatory activities such as moot courts, gaming, simulations, negotiation exercises, and problem-solving sessions. Ms. Osherenko, Mr. O. Young

Seminar Series Fall, Spring

Each semester, a number of outstanding experts on a variety of polar issues are invited to the Center to give guest lectures on their fields of expertise. These lectures are generally keyed to topics and material related to the formal courses. Students are expected to prepare for these guest lectures through reading of assigned material and to participate in discussion sessions with the visiting speakers following the formal seminars.

The seminar series is not technically a separate course and does not specifically carry course credit. However, seminar material is considered to be a vital part of the formal courses, and students are responsible for incorporating seminar material in the overall course work.

Mr. Osgood

NE 500 Independent Study

NE 700 Senior Thesis

PHILOSOPHY

Professors: Lynne Baker, Stanley Bates, Hiroshi Miyaji, Victor Nuovo (chairman) *Assistant Professor:* Michelle LaRusch (on leave) *Visiting Instructor:* Kenneth Taylor

Non-majors. Most Philosophy department courses are open to students who are not majors and who have had little or no previous work in philosophy. PA 150, PA 201 and PA 202 are general introductions to the field and are open to students in all classes. Other courses in the 200 range are introductions to specialized areas of philosophical study which do not require particular competences, though students who have done work in education, religion or the arts will find their studies in those areas of assistance. Except as noted, 300 level courses are generally open to students but they suppose a higher level of sophistication than the 200 level courses and are not normally open to freshmen.

Major program: Majors will elect ten courses in the department. All majors are strongly encouraged to take PA 180 and PA

223. Cognate courses, particularly in the areas of political science and religion, may be substituted for two courses with prior permission. Majors must elect one course in ethics and social philosophy, one course in philosophy of science and theory of knowledge, one course in the history of philosophy and two seminars.

Honors candidates will do a 500 project in the winter term of senior year and may substitute under exceptional circumstances a second term of 500 work for the second term of the Senior Seminar. Students must have a B average in all work in the department and the approval of the department, to be permitted to undertake an Honors program. 500 projects are open only to philosophy majors and they must have attained an average of B in all course work within the department.

International Major: Three to four courses, normally including PA 102, PA 180, and either PA 247 or PA 250 or both; three of four philosophy course credits at a Middlebury School Abroad or an approved equivalent: two-semester senior seminar requirement (honors thesis or project may substitute for one semester of seminar work), plus an advanced course in the language department. Minimum of ten courses.

***PA 150 Introduction to Philosophy** Fall, Spring

Philosophy has traditionally been conceived as the discipline which attempts to achieve the most comprehensive understanding of reality, and of the role of human existence. This course will introduce students to fundamental philosophical issues concerning the nature of reality (metaphysics), the possibility of knowledge (epistomology), and the nature of value (ethical theory) through a reading of a number of important primary texts of thinkers such as: Plato, Descartes, Hume, Kant, Kierkegaard, Mill, Nietzsche, and Freud. (Several of the sections of this course satisfy the Freshman Writing Requirement.)

Staff

[*PA 170 The Way to Reason]

***PA 180 Introduction to Modern Logic** Spring

In this course students will learn the principles of correct deductive reasoning. Skills in recognizing and constructing correct deductions within a formal framework will be developed. As an aid in the development of such skills, students will learn to run a computer program which has been designed especially for this course. The program will reinforce points made in lecture and provide students with immediate feedback on their own work. There are no prerequisites for this course. It will not be assumed that students have an in-depth knowledge of philosophy, mathematics, or computer science. Ms. Baker, Mr. Taylor

[*PA 190 Ethics and the Environment]

***PA 201 Ancient and Medieval Philosophy** Fall

A study of the development of philosophy from Greek Antiquity to the European Renaissance: Pre-Socratic beginnings and the flowering of liberal learning and philosophy in 5th century Athens; the philosophical schools of the Hellenistic Age; the revival of speculative thought in Late Antiquity; Early Medieval philosophy and theology; the varieties of Scholasticism; the Renaissance and the revival of Antiquity. Although the primary aim of this course is to narrate the history of European philosophy, attention will also be paid to the problem of sources, to the question of the possibility of a history of philosophy and of its philosophical significance.

Mr. Nuovo

***PA 202 Modern Philosophy from Descartes to Peirce** Spring

This course traces the development of modern philosophy in two consecutive periods: from Descartes to Kant and from Kant to the American philosopher C.S. Peirce. Major themes include: Cartesian doubt and the philosophical discovery of self-consciousness; materialism and pessimism in the late Renaissance; the great rationalist systems; the mechanistic theory of nature; British empiricism from Locke to Hume; Kant and the philosophy of the Enlightenment; German philosophy after Kant; Scottish philosophy after Hume; Romanticism and Utilitarianism in England; American Transcendentalism; Darwin and philosophy; the rise of academic philosophy in the United States; Prospective on 20th century philosophy. Although this course is designed to follow PA 201, it does not presuppose it and can be taken separately. Mr. Nuovo

PA 205 Human Nature and Ethics Fall

An investigation of some of the most important theories in Western intellectual history concerned with appropriate ways for men to lead "the good life." Proceeding in historical sequence, the course will cover Plato, Aristotle, Hobbes, Hume, Kant and Camus. An attempt will be made to relate the moral theories considered to

* Foundations Course

the general intellectual assumptions of the ages in which they were produced and to the stated or unstated conceptions of human nature contained in the theories. Mr. Bates

[PA 207 Contemporary Moral Problems]

PA 213 Philosophy of Religion Spring
A critical exploration of several problems and themes related to religious belief: the coherence of the concept of God, the existence of God, the problem of evil, the moral justification of religious belief, religion and the culture of nihilism. Readings in philosophical works by Thomas Aquinas, Leibniz, Hume, Kant, Nishitani and others. Mr. Nuovo

[PA 222 American Philosophy]

PA 223 Introduction to Contemporary Philosophy Fall
This course will provide an introduction to two of the major movements in 20th century philosophy – analytic philosophy represented by such figures as Russell, Moore, Ayer and Wittgestein, and phenomenology and existentialism represented by Husserl, Heidegger and Sartre. The course will attempt to survey characteristic problems and methods, but, in addition, a major figure of each tradition will receive extended attention. Mr. Bates

PA 231 Philosophy of History Spring
History as a critical discipline in the social sciences employs its own terms, concepts, and methods. The course, a branch of philosophical studies, will examine major theories of history proposed by philosophers and historians especially since the early 18th century. Issues to be discussed in the course include interpretations of the historical process, the nature of historical knowledge and historical explanation. For comparative purposes, the study of non-Western philosophy of history, especially Chinese and Japanese, will be considered. Mr. Miyaji

PA 233 Aesthetics Spring
Contemporary and historical readings will be used to examine problems in the philosophy of art. There will be exploration of what is a work of art and of meaning and truth in various of the arts. Attention will be given to questions of aesthetic judgment and of aesthetic value as well. Some prior acquaintance with philosophy or literature or the arts is recommended.
Ms. Baker

[PA 250 History of Early Modern Philosophy: Descartes to Kant]

PA 253 Confucianism and the Confucian Tradition in East Asia Fall
Confucius (551–478 B.C.) is perhaps one of the most important and influencial teacher-scholars in the history of world philosophy. Together with Buddhism, Confucian philosophy shaped the Korean and Japanese minds. Confucianism developed into a rich amalgam of diverse concepts: Metaphysical, ethical, social and political. It also evoked opposing concepts and schools of thought, leading to the emergence of eclecticism. This course will inquire the origin and development of Confucianism and Neo-Confucianism in China, and its adaptation by and impact on the Japanese (especially Tokugawa Neo-Confucianism) and Korean (especially Yi T'oege and the Neo-Confucian orthodoxy of the Yi dynasty) thought. The course requires extensive readings and discussion of selected texts in translation. There is no prerequisite to the course but RE 115 is recommended. Mr. Miyaji

[PA 255 Kierkegaard, Marx and Nietzsche]

PA 256 Topics in Japanese Philosophy Spring
This course traces the evolution and development of various religio-philosophical ideas and schools of thought: Buddhist, Confucianist, Shinto. There will be reading and interpretation of selected literary, philosophical and religious texts in translation. The influence of other Asian and Western intellectual traditions on Japanese thought and a comparison with them will be a major consideration in this course. (Students who have taken PA 251 or PA 252 may not receive credit for this course.) Mr. Miyaji

[PA 280 Intermediate Logic]

ETHICS AND SOCIAL PHILOSOPHY

PA 190, 205, 207, and courses numbered in the range PA 300-320 fall in the general area of ethics, social philosophy and theory of value.

[PA 309 Philosophy of Law]

PHILOSOPHY OF SCIENCE AND THEORY OF KNOWLEDGE

Courses numbered in the range PA 350-370 fall in the general area of theory of knowledge or epistemology. Problems of knowledge, proof and perception have been par-

ticularly central to philosophical concerns in the modern period. Students considering graduate work in philosophy should elect courses in this area.

PA 350 Metaphysics Fall

This course is an introduction to philosophical reasoning about the most fundamental features of reality. Readings will be drawn from a broad spectrum of historical sources. Particular attention will be paid to 20th century philosophers, from both the analytic and the continental traditions, and to the question whether metaphysics is a viable way of finding things out about the world separate and distinct from the natural sciences. Mr. Taylor

[PA 351 Theory of Knowledge]

PA 352 Philosophy of Mind Spring

How is mental activity related to the non-mental world? More particularly, in what sense can explanations comparable to those given by physical sciences be given for behavior? Drawing on classic texts (by, e.g., Aristotle, Descartes) and on contemporary works (by, e.g., Davidson, Dennett, Fodor), this course will examine various conceptions of mentality, including recent "computer" models of the mind. Topics such as physicalism, functionalism and behaviorism will be considered, with special attention to conceptual issues raised by competing modes of explaining rational action. Ms. Baker

[PA 353 Philosophy of Science]

[PA 354 Philosophy of Language]

SEMINARS

The following seminars are required of senior majors, and are open to other qualified students by permission.

PA 402 The Philosophy of Aristotle Fall

An examination of Aristotle's principal doctrines as represented in his writings: logical, physical, metaphysical, moral and political. Attention will also be paid to some recent interpretations of Aristotle and to the validity of Aristotle's thought for contemporary philosophy. Mr. Nuovo

PA 405 Locke and Leibniz Spring

This course will focus on the debate between rationalism and empiricism in epistemology. We will investigate empiricist and rationalist answers to questions such as: What is the nature of human knowledge? Does everything that we know originate with the senses? What does reason contribute to what we know? Do we know the world as it really is? We will proceed via close readings of two texts of fundamental philosophical importance and influence, Locke's *Essays Concerning Human Understanding* and Leibniz, *New Essays Concerning Human Understanding.* Mr. Taylor

[PA 406 Kant]

PA 407 Hegel's *Phenomenology* Fall

A critical reading of the *Phenomenology* and selected related texts and an appraisal of the philosophical value of its' principal concepts and methods. Mr. Nuovo

[PA 410 Wittgenstein]

[PA 412 Contemporary Political Liberalism: Rawls and Dworkin]

PA 500 Research in Philosophy Fall, Spring

(Open only to majors.) Staff

PHYSICAL EDUCATION AND ATHLETICS

Physical Education is a degree requirement and the Physical Education Program concentrates on lifetime sports so that all students leave Middlebury with exposure to sports or recreational activities in which they have developed a degree of skill and interest which will be an asset to them in later years. The progam consists of a pool test (or a course in beginning swimming) and five seasons in essentially lifetime sports. There is a credit maximum of three seasons for participation in intercollegiates, performing groups, club teams approved as independent programs, or instructional team sports. Included in this credit maximum are courses and/or exemption tests completed in the skills of the activity concerned. The department schedules two seasons in each of the two college terms and one season in the college winter term there are no Spring Tests.

Students may complete their Physical Education Program by utilizing any of the following options and opportunities:

a. Instructional course programs
b. Approved independent programs
c. Exemption program *(note further information below)*

d. Any combination of the above, including a credit maximum of three seasons for participation in intercollegiates, performing groups or instructional team sports.

The pool test or a beginning swimming course is required of all students. The test consists of jumping into the deep end of the pool and staying afloat for five minutes without assistance of any kind. Any method (floating, treading, swimming, survival floating) may be used. Beginners and those uncertain of their ability to pass this test should register for an instructional course in swimming. Current American Red Cross Advanced Life Saving or Water Safety Instructor cards (show cards at the Field House office) are accepted in lieu of the pool test, and WSI cards are accepted in lieu of the Swimming Exemption Test.

The Physical Education Program may be completed at any time or by any of the above options convenient to the student during his/her four years at Middlebury with the following exceptions:

1. *Exemption tests and pool tests may not be taken after the sophomore year without payment of a $25.00 fine for each test attempted.*
2. Tests must be taken during the scheduled testing periods indicated below.

The entire program may be completed by demonstrating strong competency at or above the intermediate level in three lifetime activities offered in the exemption program, provided the pool test has also been passed. The passing of one or two exemptions provides the student with one or two seasons' credit toward completion of the entire program. Students may take no more than three instructional courses in the same activity nor receive more than three seasons credit for the same activity (one of which may be an exemption credit) General Conditioning, Weight Training, Hydra-Gym Conditioning, Swimming for Conditioning, and like courses are considered as the same activity for which no more than three courses may be counted for credit towards completion of a Physical Education Program.

Students who are unaware of their current program status should check their Physical Education record *in person* with the Physical Education Secretary in the Field House to ensure completion of their program according to the printed catalog specifics.

All registrations for instructional classes in physical education are held in the Field House office, and registrations are held prior to the start of each of the five seasons during the college year. Registration is on a first come first served basis. There are only two exemption periods during the year (preceding the fall and winter II seasons) and students should sign up for test appointments at the Field House office prior to the announced exemption periods. Students should consult the appropriate department member concerning participation in intercollegiates and performing groups. Application forms for independent programs are available at the office in the Field House and are returnable, for consideration, to the department chairman's office normally one week prior to the start of each physical education registration period. Students who wish to elect courses (i.e., the student does not need the course for physical education credit) should register with the department for the appropriate season to be scheduled for classes on a space available basis.

Physical Education Program (Fall, Winter I, Winter Program Term, Winter II, and Spring Seasons) Specific seasonal course offerings are available at the time of registration and prior to the start of each season. Staff

Physical Education Instructional Course Registration Periods (9:00-12:00 and 1:00-4:00 at the Field House Office):

Registration Dates	**Season**
September 10, 11, 12	Fall
October 17, 18, 19	Winter I
November 27, 28,29	Winter Program Term
February 11, 12, 13	Winter II
March 19, 20, 21,	Spring

Season Dates

September 17-October 27, 1984
October 29-December 8, 1984
January 7-Februay 1, 1985
February 18-March 30, 1985
April 8-May 11, 1985

Exemption Periods and Tests: Advance sign-ups for test appointments are recommended and requested. *Please note further information above regarding a $25 fine for each test taken after the sophomore year.* Please sign up at the Field House Office from 9:00-12:00 or 1:00-4:00 unless otherwise stated.

Fall Tests (September 10, 11, 12, 13 as scheduled) — Sign-up dates are September 6, 7, 10, 11: Archery, Badminton, Bowling (Test Fee $.90), Dance, Golf, Platform Tennis or Racketball, Squash, Swimming, Tennis and the Pool Test.

Winter Tests (February 11, 12, 13, 14 as scheduled) — Sign-up dates are January 22, 23, 24, and February 11: Alpine Skiing, Badminton, Bowling (Test Fee $.90), Dance, Ice Skating or Ice Figure Skating, Platform Tennis or Racketball, Squash, Swimming, Ski Touring, Tennis, and the Pool Test.

There are no Spring Tests.

PHYSICS

Professors: Robert Gould, P. Frank Winkler (chairman) *Associate Professor:* Richard Wolfson *Assistant Professors:* Robert Prigo, Jeffrey Dunham *Visiting Professor:* Jonathan Reichert

The course offerings in the Department of Physics are designed to fill the needs of a liberal arts curriculum. The offerings are suitable for three categories of students: (1) those who do not intend to specialize in science, but have an interest in science; (2) those who desire a basic introduction to physics as an adjunct to a major in another science; and (3) those who major in physics. Students normally major in physics as preparation for graduate study in the sciences or engineering, as preparation for a professional school, or as preparation for teaching. Students planning to major in physics should start no later than their sophomore year and preferably in their freshman year.

Students intending to major in physics (category (3) above) will find that the department offers a full complement of both theoretical and experimental courses.

The minimum requirements for a major in physics are the introductory sequence to physics (PH 109, PH 110, PH 201, PH 202, and PH 212), plus four elective physics courses, MA 112, MA 113, and a senior program. Students considering graduate study in physics or related disciplines are strongly encouraged to elect additional courses in mathematics. Each major should design his or her specific program in consultation with a department faculty adviser.

The senior program in physics consists of a three-unit thesis and general examination. Students doing practice teaching under the Teacher Education Program may, with permission, take only two units of senior thesis. The department offers a program for majors in environmental studies with emphasis in physics. (See Environmental Studies.)

Courses in the numbering sequence PH 111 through PH 199 are designed for students not majoring in the natural sciences and so do not count toward satisfying the physics major. The course PH 212 is a prerequisite for all 300 and 400 level courses in physics.

For non-science majors, the department offers a fall term course, PH 155, *An Introduction to the Universe* (a Foundations course), and two spring term courses, PH 101, *The Nature of Things: Physical Reality and Human Thought* (a Foundations course), and PH 145, *Electronics for the Intimidated.* See below for descriptions of these courses. We also offer courses in electronics and in astronomy and astrophysics for students who have had some introductory physics.

***PH 101 The Nature of Things: Physical Reality and Human Thought** Spring

Designed for non-science students, this course will explore major ideas which shape our present understanding of the physical universe. Aristotelian cosmology, Galilean and Newtonian mechanics, light and sound, relativity, and the quantum principle will be considered for their impact on broader realms of human thought. This philosophical perspective will be augmented by development of physical ideas in their historical context, giving a sense of the evolutionary and revolutionary processes which make for progress in science. The physical content of major ideas will be emphasized in a nonmathe-

* Foundations Course

matical way, and simple exercises and demonstrations will familiarize the student with some of the less intuitive results of modern physics. Finally, attention will be given to major unsolved problems and to the forms that radically new physical understanding might take.

Mr. Wolfson, Mr. Dunham and Staff

PH 109 Mechanics Fall, Spring

This course examines the phenomenon of motion in a number of fundamental forms: point mass and rigid body dynamics, fluid flow, and waves in continuous media. Using Newton's laws of motion and the powerful techniques provided by the calculus, it explores the central role of momentum and energy in the description of mechanical phenomena. As an additional example of the importance of the principle of conservation of energy, a discussion of the relation between thermal and mechanical energy will conclude the course. The lab work in this course aims to develop measurement and data analysis skills by providing examples in which the behavior of actual systems can be quantitatively compared to theoretical predictions. (MA 112 is a corequisite.) 3 hrs. lect., 3 hrs. lab.

Mr. Wolfson and Mr. Gould (Fall), Mr. Reichert and Staff (Spring)

PH 110 Electricity and Magnetism Fall, Spring

The physical principles of electricity and magnetism are examined and developed to the point where understandings of the electrical structure of matter and the electromagnetic nature of light are gained. The theory of relativity is explored and its implications for mechanics and electromagnetism noted. Practical topics from electricity and magnetism include voltage, current, resistance, capacitance, inductance, and AC and DC circuits. Laboratory work includes an introduction to electronics and to important instruments such as the oscilloscope. (PH 109 or permission. MA 113 is a co-requisite.) 3 hrs. lect., 3 hrs. lab. Mr. Prigo and Staff

PH 145 Electronics for the Intimidated Spring

This self-contained introduction to electricity and electronics is intended for non-science majors who are mystified by electronics and want not to be. It is *not* open to majors in the natural sciences. Using only high school algebra and simple trigonometry, we will study the behavior of DC and AC electrical circuits. After this introduction to circuitry, the building blocks of electronic instruments, radio, TV and hi-fi will be examined. Components such as transistors and integrated circuits (IC chips) will be studied. In the laboratory, power supplies, amplifiers, oscillators and other configurations will be constructed. Some time will be spent on the components of digital computers. 3 hrs. lect., 2 hrs. lab. Mr. Gould

***PH 155 An Introduction to the Universe** Fall

This introductory astronomy course is open to all students, especially those who do not intend to major in the physical sciences. There are three primary goals: (1) To give some insight into how scientists come to understand nature through the interplay of theoretical models, laboratory experiments and observations. (2) To examine some of the recent discoveries of astronomy and astrophysics, e.g., quasars, pulsars, black holes. (3) To provide some appreciation for the sky as part of our natural environment and cultural heritage. The course focuses attention on several important topics, including how stars live, evolve, and die, the origin of the solar system, and the structure of our galaxy. Through a sequence of steps we move from the familiar and accessible to the enormous distances and times necessary to consider the past and future of the entire universe. Laboratory work includes use of the College Observatory. (No prerequisites.) 3 hrs. lect., 1½ hrs. discussion/lab. Mr. Winkler and Staff

PH 201 Relativity and Quantum Physics Fall

This course probes in depth a number of areas for which classical physics has provided no adequate explanations. Topics covered include Einsteinian special relativity (kinematics and dynamics, conservation of momentum and mass-energy), statistical distributions in physics, kinetic theory, quantization and photons, x-rays, and the atomic models of Rutherford and Bohr. (PH 110, MA 113 or permission.) 3 hrs. lect., one lab/discussion session. Mr. Dunham

PH 202 Atomic and Nuclear Physics Spring

An introduction to quantum physics including wave mechanics, the uncertainty principle and wave-particle duality. Application of quantum mechanics is made to simple atomic and molecular systems. Nuclear physics and the theory of solids are also introduced. (PH 201.) 3 hrs. lect., one lab/problem session.

Mr. Gould, Mr. Dunham

PH 212 Applied Mathematics for the Physical Sciences Spring

This course concentrates on the methods of applied mathematics and the special functions that

* Foundations Course

are commonly used in physics, chemistry and engineering. Topics include differential vector calculus and orthonormal function sets used with the partial differential equations of physics. Emphasis will be given to physical applications of the mathematics. Both analytic and numerical (computer) techniques will be employed. This course is a prerequisite for all 300 and 400 level physics courses. (MA 113, PH 110.) 3 hrs. lect., 1 hr. disc. Mr. Winkler

PH 221 Electronics for Scientists Fall

An introduction to modern electronic circuits and devices, emphasizing both physical operation and practical use. Transistors and integrated circuits are considered in both analog and digital applications. Examples and laboratory experiments stress measurement and control applications in the physical and biological sciences. Students will gain "hands on" familiarity with the design, use, and troubleshooting of electronic instrumentation. (PH 110 or permission.) 3 hrs. lect., 3 hrs. lab. Mr. Gould

[PH 250 Statistical Mechanics]

The course opens with an examination of the fundamental concepts of probability, statistics, and distribution functions. These opening remarks are followed by an in-depth discussion of the concepts of energy, energy quantization and the application of these concepts to the modeling of macroscopic systems. The remainder, and heart, of the course is contained in the study of statistical mechanics and its application to a variety of classical and quantum systems. Topics that will be covered include statistical thermodynamics, Maxwellian distributions, imperfect gases, equipartition theorem, quantum statistics, heat capacities of solids, dielectric and paramagnetic systems, radiation, phase transitions and ideal quantum gases. (PH 201 or permission.) 3 hrs. lect. Offered in alternate years. Staff

[PH 266 Contemporary Astronomy and Astrophysics]

An introduction to the astrophysics of stars, the Galaxy, and the Universe, intended for students with some background in science. Topics include the structure and evolution of stars, pulsars, black holes, X-ray sources, supernovae, galaxies, quasars, and the expanding universe. Interactions between theory and observations by a variety of methods (e.g., optical, radio, X-rays, cosmic rays) will be discussed, with special emphasis on current research and recent results. (PH 109 or permission. Not normally open to students who have completed PH 155.) 3 hrs. Lect./lab., hrs. arranged. Mr. Winkler

PH 302 Electromagnetic Waves Fall

The theory of Maxwell is used as the basis for an electrodynamic description of the behavior of light. Models for the propagation of waves in space and matter serve as the basis for an understanding of common phenomena in optics and communication. The theory is further illustrated through laboratory experience with lasers and microwaves. (PH 212.) 3 hrs. lect. Mr. Wolfson

[PH 320 Fluid Dynamics and Plasma Physics]

PH 330 Analytical Mechanics Fall

An intermediate level course in the kinematics and dynamics of particles and rigid body motion. The topics will include: analysis and application of Newton's Laws of Mechanics; the concepts of work, energy and power; energy conservation; momentum and momentum conservation; torque, angular momentum, and angular momentum conservation. Lagrange's and Hamilton's formulations of classical mechanics will be introduced with emphasis placed on developing lasting problem-solving strategy and techniques. (PH 109, PH 212 or permission.) 3 hrs. lect./discussion. Mr. Prigo

PH 401 Introduction to Quantum Mechanics Spring

A fundamental course in quantum mechanics aimed at understanding the mathematical structure of the theory and its application to physical phenomena at the atomic and nuclear levels. Topics include the basic postulates of quantum mechanics, operator formalism, Schroedinger equation, one-dimensional and central potentials, angular momentum and spin, perturbation theory, and systems of identical particles. (PH 202, PH 212.) Lecture and tutorials, 3 hrs. Mr. Dunham

PH 402 Advanced Quantum Mechanics Fall

This course will emphasize realistic atomic and nuclear structure calculations using the techniques of perturbation theory and angular momentum coupling. A major goal is direct and complete calculations of fine structure, hyperfine structure and the Lamb shift for the hydrogen atomic the presence of perturbing fields. A quantized electromagnetic field will be used to calculate transition rates and angular distributions for simple radiating systems. Nuclear magnetic resonance and blackbody radiation will receive extended treatment. A review of basic nuclear phenomenology will lead to nuclear structure calculations with the shell model. (PH 302 and PH 401.) Mr. Dunham

PH 405 Nuclear and Particle Physics Spring

The course will begin with a general introduc-

tion to the nucleus, its constituents, the strong force and binding energies. Important symmetry properties of nuclear systems and conserved quantities in nuclear interactions will also be included in the introduction. We will then discuss nuclear states (ground and excited states), natural transitions (α, β, γ decays) and artificial transitions (nuclear reactions, fission and fusion). We will then take a look at some good but far from perfect models of the nucleus—the liquid drop, shell and collective models. We will end our discussion of the nuclear physics with a closer look at the strong force in pn and nn systems and outline the meson theory of the strong force. This will lead naturally into discussions of the so called "fundamental particles," their numbers, properties, classifications and interactions. We will also outline the conservation laws, invariance and symmetry groups associated with these particles, including the quark model with flavor, color and charm. The recent "new particles" will also be discussed. (PH 401 or permission.) 3 hrs. lect. Mr. Prigo

PH 500 Independent Study and Special Topics Fall, Spring
(Permission.) Staff

PH 705 Senior Research and Thesis
Fall, Winter, Spring
Independent study in the fall, winter and spring terms culminating in a written thesis. Accompanied by comprehensive examinations in January. (Three units total.) Staff

PH 750 Senior Thesis (Environmental Studies)
Fall, Winter, Spring
Same as PH 705, with added environmental seminar; See Environmental Studies Program.

See also Division of Natural Sciences.

See also Program in Environmental Studies.

POLITICAL SCIENCE

Professors: Murray Dry (chairman), Russell Leng, Paul Nelson, Olin Robison *Associate Professors:* Eric Davis, David Rosenberg *Assistant Professor:* Gary Meyers *Instructor:* Michael Kraus

Political Science defines, describes, explains, and evaluates political phenomena. It does so in a number of disciplines or habits, including philosophy, science, history, and prudence. Consequently, the departmental course requirements include one which concentrates on the classic texts in the subject, and another which concentrates on the methods of modern political analysis. Intermediate level courses are offered in the major areas of the subject, and our senior program involves seminar work. In addition, students may wish to pursue independent study; and this may lead to an Honors thesis. The curriculum as a whole is designed to meet the demands of thoughtful citizenship, to depict in use a number of the elements of the liberal arts and sciences, and to prepare those students who intend to pursue further work in either graduate or professional schools.

Required for the Major in Political Science: A major must take ten regular fall or spring term political science courses, including: (1) PS 101 or 107; (2) PS 200; (3) fulfillment of a field distribution requirement; and (4) completion of the senior program. The PS 200 research methods course requirement may also be satisfied by completing any of the following research methods courses or the equivalent: EC 210, GG 300, PY 210, SA 301, MA 105 or MA 106.

The Field Distribution Requirement: All regular fall and spring term political science courses are classified in one of the following four fields: political theory, American political institutions, comparative politics, and international politics and foreign policy. Students must take two courses in any three of these fields, with one exception. If political theory is to count as one of the three fields of concentration, a student must take three courses, or one more than the two that are already required of all majors.

Senior Program: The senior program consists of two seminars of the major's choice. Each seminar includes advanced work appropriate to the field in which the seminar is offered. The seminars are the 400 level courses below. The seminars may be taken after the major has begun the junior year, but the two seminars must be taken during different terms.

Departmental Honors: Students who elect to seek departmental Honors write a thesis in the senior year. The thesis normally begins either as a senior seminar paper or as an independent study project (PS 500). An Honors thesis proposal must be submitted for approval to the department prior to the term in which the thesis is

to be written. If the proposal is approved, the student may register for PS 700 for both the winter term and the spring term. After an oral examination of the completed thesis, Honors are conferred or denied on the basis of (1) the level of the grade achieved on the thesis and (2) the level of the average grade received in other fall and spring courses in the department. Students may substitute the Honors thesis for one of the senior seminars.

Independent Study: Students with demonstrated preparation and proficiency in the field may elect independent study projects (PS 500). These projects are prepared under the supervision of a member or members of the department. A 500 project may be substituted for one senior seminar with the approval of the department, in which case a written proposal outlining the project should be submitted prior to the term in which the project is to be done. All students must take at least one senior seminar.

Joint Majors: Students wishing to do a joint major in political science and another department or program of studies must: take eight courses, including the two specific requirements; satisfy a two-field distribution requirement; take one seminar; and give evidence of having used the training in both major fields, in a thesis or other independent work.

International Major: PS 101 or PS 107; PS 200; courses abroad to count toward field distribution requirements at a Middlebury School Abroad or an approved equivalent; two seminars senior year, each in a different semester, plus an advanced course in the language department. Minimum of ten courses.

International Politics and Economics Major: See p. 174 of the catalog for a complete description.

***PS 101 Introduction to Political Science** Fall

A study of classics of political science: Plato, *Republic;* Aristotle, *Politics;* St. Thomas Aquinas, in *Summa Theologica;* Machiavelli, *The Prince;* Hobbes, *Leviathan;* Locke, *Second Treatise on Government;* Rousseau, *Second Discourse;* Marx, *Communist Manifesto* et al; Weber, "Science as a Vocation"; Nietzsche, *The Use and Abuse of History.* (Freshmen and sophomores or permission.)

Mr. Dry, with Mr. Nelson

PS 102 The American Political Regime Spring

Our examination of this "first new nation" begins with the Constitutional Convention and the framers' deliberations over the best form of government consistent with the principles of the Declaration of Independence and appropriate to the people of the United States of America. Study of this and later critical moments in the interpretation and construction of the American political regime requires an examination of the writings of *The Federalist,* Jefferson, Marshall, Calhoun, Tocqueville, Lincoln, and Frederick Douglass. Next, selected basic problems in American politics are examined by means of Supreme Court cases and critical essays. Topics have included race, moral basis of international action, and higher education. Mr. Dry

PS 103 Introduction to Comparative Politics Spring

This course will introduce students to both the theory and substance of comparative political analysis through the study of countries from the First, Second and Third Worlds. We will examine the questions basic to all political systems—including our own: what are the stakes of politics?; how is political competition organized?; who participates?; who benefits?; what are the overall results? Mr. Meyers

PS 104 Introduction to American Political Processes Fall

An overview of the theory and practice of American politics, primarily at the national level. The writing of the Constitution in 1787 and the defense of it in *The Federalist.* The representative institutions of government (political parties, elections, interest groups). The policy-making institutions of government (Congress, Presidency, bureaucracy, judiciary). (Freshmen and sophomores or permission.) Mr. Davis

***PS 107 Politics and the Studies of Politics** Spring

This course will consider classic texts of Western political thought, in which the nature of politics, justice, freedom, authority, and the common good are discussed. The aims of the course are to see what each of the texts says about politics and its ingredients, and to determine the mode or modes of thought in which the author is working. For example, we will pay close attention both to the substance of Aristotle's political science and to the manner in which he conducts his inquiry. Other works include Shakespeare, *Julius Caesar,* Macaulay, *History of England,*

* Foundations Course

Alexis Tocqueville, *Democracy in America,* Adam Smith, *The Wealth of Nations,* Karl Marx and Friedrich Engels, *The German Ideology,* and Max Weber "Science as a Vocation."

Mr. Nelson

POLITICAL THEORY

***PS 101** (See above)

***PS 107** (See above)

PS 200 Theories and Methods of Political Analysis Spring

Two major questions are considered in this course: (1) What is the relationship between scientific inquiry and the study of politics? and (2) What are the major approaches and methods now used in the study of political phenomena? The course includes periodic analytical exercises designed to help the student develop critical sophistication; that is, the ability to recognize and produce a well-formed argument, a sound inference, an elegant proof, a plausible explanation, and a persuasive proposal of remedial action.

Mr. Rosenberg

PS 317 Classical Political Philosophy Fall

Study of the first great work of political philosophy, Plato's *Republic.* Although this book is itself perhaps the greatest example of the kind, so that a clear definition of what is going on in it could be inferred from the text itself, the course will begin with a general consideration of the character of political philosophy and with a consideration of *our* relation to this book. Study of the *Republic* will be followed by study of critiques of it, Aristotle's in Book I of the *Nicomachean Ethics* and in Book II of the *Politics,* and, time permitting, of other ancient or medieval teachings.

Mr. Nelson

PS 318 Political Philosophy: Modernity Spring

The most general characterization of modern political philosophy is that it breaks with ancient and medieval thought by its "realism," or by its rejecion of virtue as the end of political life and its replacement of virtue by phenomena like natural rights, freedom, power and commerce. Writers include Hobbes, Spinoza, Rousseau, Burke, Hegel, Marx, and Nietzsche.

Mr. Nelson

[PS 401 Seminar on Political Philosophy]

PS 409 Seminar on Political Philosophy Fall

Study of Aristotle's political science as it appears in his *Nicomachean Ethics, Politics* and *Rhetoric.* In addition to trying to recover Aristotle's meaning, we will consider both some objections to Aristotle's political science (for example; that it is unscientific in the modern sense of the term science; that it is illiberal in its substance; that it is hopelessly ignorant of political events since its time) and some defenses of it (for example: that it is of all the studies of politics the most faithful to the character of its object, even in its modern forms; that it is the most adequate account we have of the relation between man as a political being and man as a knower). We will look in particular at recent literature on Aristotle to show there is no reason to "remove the remains of his reputation to a last resting place in the dreary cemetery of literature." (Permission.)

Mr. Nelson

AMERICAN POLITICAL INSTITUTIONS

PS 102 (See above)

PS 104 (See above)

PS 208 The Politics of the U.S. Congress Spring

An intensive analysis of representative government as exemplified by the United States Congress. Topics covered include theories of representation, the historical development of Congress, Congressional elections, norms and expectations for Congressional behavior, the rules of the legislative process, the internal organization of Congress (committees, parties, staff), and relations among Congress, the Presidency, the bureaucracy, and the courts. Some comparisons will be made between congress and both American state legislatures and national legislatures in parliamentary systems.

Mr. Davis

PS 305 American Constitutional Law: The Federal System Fall

Drawing mainly on Supreme Court decisions from separate reprints and Gerald Gunther's casebook, and also on interpretive books and essays, this course studies the Marshall Court, the Taney Court, the Civil War cases, the pre- and post-1937 Court, and the Warren and Burger Courts. The earlier cases focus on governmental powers in a federal system; the recent cases focus on the equal protection clause of the Fourteenth

*Foundations Course

Amendment. A Mock Court case is anticipated. (Open to juniors and seniors with PS 102.) Mr. Dry

[PS 306 American Constitutional Law: Individual Rights]

PS 312 The Politics of the Federal Bureaucracy Spring

An analysis of the theory and practice of public administration in America. Topics include classical and contemporary theories of bureaucracy (Weber, Barnard, Simon, Storing), the development of the administrative state in America, "merit" and "political" personnel systems, the budget process in the bureaucracy, the federal bureaucracy and state and local governments, administrative responsiveness to interest groups, and relations among the bureaucracy, the Congress, and the courts. The course will end with case studies of current administrative and regulatory policies. (PS 104 or PS 203.) Mr. Davis

[PS 314 The Politics of American Urban Areas]

PS 402 Seminar in Constitutional Law: Liberalism and Constitutionalism Spring

The purpose of this course is to examine constitutionalism and liberalism from the perspectives of political philosophy and jurisprudence. By the term constitutionalism, we are reminded of two things: first, our Constitution is both a frame of government and a form of law, our fundamental law; and second, the inquiry into how it is to be interpreted, especially when questions of principle arise, directs our attention to judicial review and the relationship between judicial and legislative or executive interpretation of the Constitution. By the term liberalism, we are reminded of the importance of liberty and its relation to equality. Mr. Dry

PS 410 Seminar on Political Parties and Interest Groups in America Fall

Topic for 1984—Presidential Elections. Subjects covered will include the debate over Presidential selection at the Constitutional convention, the historical development of Presidential selection processes (with particular attention to post-1968 party reforms), critical and realigning elections (are we now in an era of political realignment?), candidate strategies in the primary and general election phases of the campaign, financing Presidential campaigns, and media coverage of Presidential elections. (Permission.) Mr. Davis

[PS 425 Seminar on the American Presidency]

COMPARATIVE POLITICS

PS 103 (See above)

PS 210 The Politics of Modernization in the Third World Fall

This course studies how traditional peasant societies are transformed into modernizing nation-states. Four basic problems of political development are considered: 1) the creation of a common national identity, 2) the development of effective instruments of power, 3) the establishment of legitimate authority, and 4) the production and distribution of goods and services. The lectures will explain the major ideologies and strategies used to solve these problems. Each student is asked to select one country in Africa, Asia or Latin America and make periodic reports on how it attempts to solve these basic problems of development. Mr. Rosenberg

PS 220 Asian Politics Spring

This course provides an introductory survey of contemporary politics in Asia, with primary emphasis on China and Japan. The basic institutions of power will be examined as well as current issues of domestic and foreign policy. Mr. Rosenberg

PS 225 Comparative Politics: Western Europe Fall

A comparative study of the contemporary political systems of France, Great Britain, Italy, the Federal Republic of Germany and other nation states of Western Europe. We will consider first how history has shaped these political systems. We will then examine political institutions and performance in each of these countries. Finally, we will review a number of interpretations of West European political development and theories regarding the future course of "post-industrial politcs." Mr. Meyers

PS 227 Soviet Politics Fall

Continuity and changes in the nature of Soviet politics and society from the Russian Revolution to the present. The course examines the influence of history, ideology and political leadership on contemporary politics. Mr. Kraus

PS 328 Comparative Communism Spring

A study of Communist politics and ideology from the movement's cradle in Soviet Russia to its

various manifestations in the contemporary world. The course examines the history of international Communism, selected cases of Communist revolutions, and the transformation of Communist parties into ruling regimes.

Mr. Kraus

PS 404 The Global Political Economy Fall

A study of "who gets what, how and why" in the international division of labor and income. The seminar will analyze the institutions (eg., the IMF, World Bank, multinational corporations, OPEC) and processes (for example trade and financial flows) which govern the international economy, with special emphasis on the relations between industrialized and developing countries. For senior majors or permission.

Mr. Rosenberg

PS 406 Seminar: Politics and Public Policy in France Spring

This course will examine the politics and policies of contemporary France. Special emphasis will be given to the cultural, social, and historical factors that make French politics unique as well as to the efforts of recent French governments to deal with the public policy problems (both foreign and domestic) common to all advanced industrial democracies. Mr. Meyers

INTERNATIONAL RELATIONS AND FOREIGN POLICY

PS 201 International Politics Fall

An introduction to the study of international politics. The material covered includes the formulation of foreign policy, international behavior, the nature of the international system, and possible causes of international conflict. Contemporary international problems are used as illustrations, so students are expected to stay well-informed of current international events. Lecture and discussion section format.

Mr. Leng, with Mr. Kraus

PS 302 International Conflict Resolution Spring

A study of historical and contemporary efforts to moderate and resolve interstate conflicts, including international law, intergovernmental organizations, mediation, and disarmament. (PS 201 or PS 311 or permission.) Mr. Leng

PS 311 American Foreign Policy Fall

A critical examination of the elaboration, implementation, and impact of American foreign policy since World War II. The challenges posed by a rapidly changing international environment to democratic control of foreign policy will be evaluated through case studies including: the origins of the Cold War and the policy of containment; alliance politics and the reconstruction of Europe; American interventions in the Third World (Indochina, Central America, and the Caribbean); the opening to the Peoples' Republic of China; and the attempts of the United States to deal with international economic interdependence. Mr. Meyers

PS 405 Seminar on the Causes of War Fall

An investigation of several theoretical explanations of the causes of war are considered from the perspectives of the perceptions and beliefs of national leaders, attributes of states, the international environment, and patterns of interstate interaction. Particular emphasis will be placed on contemporary quantitative research. The last part of the course will be devoted to student presentations of original case studies and comparative studies of the causes of interstate wars. (PS 201 or PS 311, and PS 200 or an equivalent course in statistics.) Mr. Leng

PS 408 Seminar on United States–Soviet Relations Spring

An overview of U.S.–Soviet relations in both historical and contemporary contexts. The seminar explores the political, ideological, economic and military aspects and examines those factors that have historically influenced the competitive and the cooperative dimensions of this relationship. (Permission.) Mr. Kraus

PS 412 Seminar on Diplomacy Spring

An overview of the development of modern diplomacy, problems faced by contemporary diplomatists, and some of the newer approaches employed by scholars in attempting to understand the dynamics of inter-nation bargaining. Each year a different aspect of diplomacy, e.g., peace settlements, crisis bargaining, is chosen to provide a focus for student research. (PS 201 or permission; HI 315 and HI 316 are recommended.) Mr. Leng

INDEPENDENT PROJECTS

PS 500 Advanced Projects

A program of independent work designed to meet the individual needs of advanced students. (Permission.) Staff

PS 700 Honors

(Permission.)

PSYCHOLOGY

Professors: A. Hunt Ewell, David Prouty (chairman) *Assistant Professors:* Bob Osborne, Marc Riess

For the student who majors in psychology, engagement with experimental data lays the basis for an empirically founded and objective formulation of principles of human behavior. He or she may encounter the data in published research reports, in regular laboratory work, and in connection with individual research along lines that he or she finds important. The relevant observations may involve human participants or sometimes infra-human subjects for the better experimental control that they may permit. Whatever the sources of the observations, the student comes to see them as products of the experiments that generated them, and thus evaluates their importance for hypothesis or generalization.

As a psychology major the student takes a program of elective and required courses in psychology and related disciplines. By the end of sophomore year, through work in psychology, and in cognate fields, the student has acquired familiarity with many of the data, concepts, and research procedures essential to an understanding of human behavior. During the last two years the student makes use of accumulated knowledge and skills in his or her deep involvement with several areas of central importance to psychology.

Required for the major in Psychology: PY 105, PY 201, PY 202, either PY 203 or PY 204, PY 301, either PY 207 or PY 208, three additional electives from the PY 200 or 300 level courses, two 400 level seminars and two courses chosen in light of the student's interest and with department consent from among the courses offered in biology, mathematics, physics, and/or chemistry.

Senior Program: All majors in psychology must complete two of the advanced seminar courses in psychology. These are: PY 411, PY 415 (or PY 421), PY 416 (or PY 417), PY 426. PY 703 may be substituted for one of these advanced courses.

Department Honors in Psychology: Students who seek to be graduated with departmental Honors in Psychology should consult with some staff member no later than junior year to begin actively planning their research. It is expected that they will have taken the PY winter term in Intermediate Statistical Analysis and Design before that time and strongly recommended that they take PY 314 by end of junior year. One or more PY 500 courses may be taken to support the research. During the spring term of senior year candidates will enroll in PY 703 after meeting the special requirements listed in the course description.

Joint Major in Biology and Psychology: For students interested in this joint major the requirements are: BI 125, and five electives in biology. (Students are strongly advised to elect BI 250 as it is prerequisite for many advanced courses); PY 105, PY 201, PY 202, PY 207, PY 301, one PY 400 level course; three electives chosen with the adviser's approval from the courses in chemistry, mathematics, or physics.

Joint Major in Psychology and Sociology: Consult chairmen of the respective departments for details.

PY 105 Introduction to Psychological Thought Fall, Spring

This course is intended as a general introduction to the kinds of questions psychologists ask and their methods for seeking answers. We will examine several specific areas of research and theory: social/personality, cognitive processes, abnormal behavior, and brain-behavior relations. The intent is not to cover all of psychology but to convey a sense of the general field through an examination of specific topics. The course will be team taught. (Not open to juniors or seniors.)

Staff

PY 201 Logic of Statistical Analysis Fall

This course emphasizes a conceptual approach to the problems of introductory statistical analysis. Topics include descriptive statistics through multiple correlation and regression, and inferential techniques through chi-square and the elements of analysis of variance. Some simple arithmetic is required but most calculations themselves are handled through use of the MINITAB computer program. No prior computer experience is required but during the course students are expected to become comfortable with usage through supervised laboratory work. (Open to freshmen and sophomores with PY 105 or permission. Upperclassmen must have permission.) 3 hrs. lect., lab.

Mr. Ewell

PY 202 The Research Report Spring

The major emphasis in this course is on the procedures of writing up and reporting the outcomes of psychological research. The procedures are discussed in the context of several problems in the psychophysics of visual brightness that the students themselves explore as part of their laboratory work in the course. (PY 201 or permission.) 3 hrs. lect., lab. Mr. Ewell

PY 203 Social Behavior Fall

This lecture/discussion course will provide a comprehensive introduction to the discipline of social psychology from a psychological perspective (i.e., a focus on the individual). Theory, research, and application concerning the following topics will be considered: impression formation, self-presentation, verbal and nonverbal communication, environmental psychology, affiliation, interpersonal attraction, helping behavior, aggression, group dynamics, attitudes, prejudice, and social influence. (PY 105.) Mr. Riess

PY 204 Personality Psychology Spring

This lecture/discussion course provides an in-depth overview of the field of personality psychology. Several classical theories of personality including: (1) Freud's Psychoanalytic Theory, (2) Jung's Analytical Theory, (3) Sullivan's Interpersonal Theory, and 4) Rogers' Humanistic Theory will be discussed. Then the conceptual analysis and measurement of individual difference variables such as intelligence, self-concept, manifest anxiety, need for achievement, fear of success, androgyny, and authoritarianism will be considered. (PY 105.) Mr. Riess

PY 207 Conditioning and Learning Spring

This course introduces the research and theories relating to how animals learn about the causal structure of their environment. A contemporary review of principles generated by the experimental analysis of behavior is considered within the context of a psychobiological approach to learning and behavior. (PY 105 or permission.) 3 hrs. lect., lab. Mr. Osborne

PY 208 Memory and Conceptual Processes Fall

This course deals with some of the problems of human memory and thinking; how information is coded, how it is stored, how stored information is retrieved, and how stored information may be used in dealing with new situations. The course touches on contemporary models of memory processes, concept learning, thinking, and some aspects of language. (PY 105.) 3 hrs. lect., lab. Mr. Prouty

PY 225 Child Psychology Spring

The purpose is to describe the major stages of child development in our society and to examine the principles and implications derived from this description. The course will consider such topics as: the nature of the developmental process, perceptual-motor development, the growth of cognitive skills, language development, the emergence of personality, and the child in school. (PY 105.) (This course will receive Teacher Education credit.) Mr. Prouty

PY 301 Physiological Psychology Fall

The central focus is on the neurophysiological and neuroanatomical substrates of both human and animal behavior. In the laboratory the student will learn several of the surgical and anatomical techniques used to investigate central nervous system function. (PY 105 or permission.) 3 hrs. lect., lab. Mr. Osborne

[PY 305 Cognitive Development]
Offered in spring term 1985–86.

PY 306 The Exceptional Child Spring

Exceptional children are all those children we single out by a prefix or label. Whether the label is "retarded," "blind," "learning disabled," or any of the supply of terms psychologists, educators, and others have developed, it marks children as exceptions to some theoretical norm. This course will consider the problem inherent in defining and using categories of exceptionality. Attention will be given to communication and sensory handicaps, dysfunctions and disabilities with organic bases, subtle handicapping conditions such as specific language disability, and both extremes of intellectual ability. (PY 225.) Mr. Prouty

PY 314 Research in Social and Personality Psychology Spring

In this course the student will become familiar with the processes involved in the conceptualization, design, ethical analysis, performance, and interpretation of research in personality/social psychology. This will be accomplished through a) reading literature on the conduct of research, b) replication of a classic experiment in the discipline, and c) conducting an original experimental research project. Correlational as well as experimental methods employed in both laboratory and field settings will be considered. (PY 201 and either PY 203 or PY 204; or permission.)
Mr. Riess

PY 325 Abnormal Psychology Fall

This course explores first the standard nosology of mental illness and then looks at the problem

of abnormal behavior with an interest in the light that the several natural and social sciences can throw on its etiology. (PY 204 and permission.) Mr. Ewell

PY 350 Directed Research in Psychology Fall, Spring

This course provides the opportunity for advanced students to become familiar with and participate in ongoing research projects under the direction of a faculty member. The student will first read the background literature on the content area to be investigated and the experimental methodologies to be used. Then the procedures involved in conducting psychological research will be learned through first-hand experience in defining conceptual variables and in gathering, analyzing, and interpreting data. Finally, the student will learn how to write technical articles in psychology by preparing a paper, in American Psychological Association Format, describing the project on which he or she worked. (Permission, 3 courses in psychology beyond the introductory level, and junior or senior status.) Staff

PY 411 Contemporary Issues Fall

This course will consider some of the major historical figures and conceptual frameworks that have shaped the present psychological scene. We will examine the continuing influence of Freud and Skinner, the reemergence of mind, and the challenge of Carl Rogers and the "third force." We will examine contemporary approaches for traces of the past and the possibility of the emergence of new paradigms and directions. The attempt is to see psychology as both a science and as a human endeavor. (Senior psychology majors, or permission.) Mr. Prouty

PY 415 Self-Presentation Fall

In social interaction we often consciously or non-consciously (i.e., out of awareness) attempt to influence the impressions of ourselves that we project to others. These activities, referred to as self-presentation or impression management, will be considered in detail from both psychological and sociological perspectives in this seminar course. First, we will consider the nature of self-presentation and its place in interpersonal relationships. Then we will examine the role of the self-concept in self-presentation. Finally, we will explore how people construct, protect, maintain, and enhance social identities through verbal and nonverbal tactics of impression management. (PY 203 *and* a course in quantitative research methodology – e.g., PY 201, NS 106, SA 301.) Mr. Riess

[PY 416 Limbic System]
Offered in spring term 1985–86.

PY 417 Physiological Basis of Learning and Memory Spring

This seminar course deals with attempts to uncover the underlying physiological changes that enable the individual to benefit from experience. Following an introduction to ethological and experimental approaches to learning, the strengths and weaknesses of various physiological approaches will be examined. Traditional lesions, biochemical and stimulation studies will be covered, but emphasis will be placed on plasticity in model systems and simple systems (PY 301 or permission.) Mr. Osborne

[PY 421 Nonverbal Behavior and Communication]
Offered in fall term, 1985–86.

PY 426 Psychoanalysis Spring

This seminar course deals with the formulations of various psychoanalytic theorists from Freud and his students to the neo-Freudians to Sullivan with respect to personality and the procedures of therapy. (PY 325 or permission.) Mr. Ewell

PY 500 Advanced Research Fall, Spring

A program of research arranged to meet the needs of advanced students majoring in psychology. (Permission.) Staff

PY 703 Honors Candidacy Spring

Students hoping to be considered as candidates for departmental Honors in Psychology must, under the sponsorship of a member of the department faculty, submit a formal, written research proposal to the department by November 10 of the senior year. If the proposal is approved by the department, the student will be considered a candidate for departmental Honors and will enroll in this program, as one course-equivalent, during the spring term of senior year. Decision about the award of departmental honors will be taken after the student submits a thesis and defends it in an oral examination. (Permission.) Staff

RELIGION

Professors: Robert Ferm (chairman), Charles Scott *Associate Professors:* Steven Rockefeller, Donald Lopez *Visiting Assistant Professors:* O. Larry Yarbrough, Tomoko Masuzawa

Courses in religion are designed to acquaint students with the many aspects of religious life in a variety of cultural settings, and with

the chief methods in investigating and interpreting religious phenomena.

Major Program: A major in religion must satisfactorily complete ten courses including: RE 105, RE 115, RE 120 or RE 220, RE 301 or RE 302, and three additional seminars. A cognate course may be included in the major but only with *specific* and *prior* permission. Each major will elect an area of concentration which may be a religious tradition, a theme, a field (such as Biblical studies, philosophy of religion), or an historical period.

Philosophy-Religion Joint Major: Students whose interest is the philosophy of religion or the religious aspect of philosophy may elect a joint major in philosophy and religion. For a detailed description of the major, consult either department chairman.

Departmental Honors: Students who have maintained a B average in departmental courses may elect at the end of their junior year to become candidates for departmental Honors. During the fall semester of senior year an Honors candidate shall enroll in a RE 500 course and do preliminary research on a chosen topic under the direction of a faculty member. Following the satisfactory completion of this course and with the recommendation of the faculty member the student shall prepare a thesis during the winter and spring terms (the thesis will count as two course credits). "Honors" shall be awarded to candidates who receive a B+ as their thesis grade; "High Honors" to those who receive an A−; "Highest Honors" to those who receive an A; in each case candidates must maintain a B average in their departmental course.

INTRODUCTORY COURSES

100 and 200 level courses are open to all students without prerequisite or permission.

***RE 105 An Introduction to the English Bible** Spring

This course is a general introduction to Biblical history, literature, and interpretation. It aims to acquaint students with the major stories from the Old and New Testaments, with the historical contexts, and with the critical methods by which these materials may be better understood. One emphasis will be the relation of the Bible to art, literature, and morals. Mr. Yarbrough

***RE 115 Introduction to Eastern Religious Thought** Fall

An introduction to the central figures and key concepts of the major religious traditions of Asia: Hinduism, Buddhism, Confucianism, and Taoism. The values which shaped the classical civilizations of India, Tibet, China, and Japan will be studied through the principal texts of each tradition. Mr. Lopez

***RE 120 Introduction to the Jewish, Christian and Islamic Traditions** Spring

An introduction to the major western religious traditions. Beginning with the ancient Mesopotamian and Mediterranean background, the course will study the historical development of the three great monotheisms of the west, with special attention devoted to the ideas of creation, history, redemption, and messianic expectation. Ms. Masuzawa

***RE 200 Foundations of Western Religious Life and Thought** Spring

An introduction to religious life and thought among the ancient Hebrews, Greeks and Romans and the early Christians with readings in the writings of Aeschylus, Plato, the Old and New Testaments, the Stoics, the Epicureans, the Neo-Platonists and St. Augustine. Mr. Rockefeller

RE 209 The Hindu Tradition Spring

The development of the Hindu tradition from the Indus Valley civilization (c.2500 B.C.) to the struggle for independence from Britain led by Gandhi in the early decades of the 20th century. The course will concentrate on the texts and thinkers which define the multifarious religious phenomenon called Hinduism, paying special attention to the *Upanishads*, the *Bhagavadgita*, classical Hindu philosophy, and protestant movements within the tradition. Mr. Lopez

[RE 210 The Buddhist Tradition: India and Tibet]

[RE 211 The Buddhist Tradition: China and Japan]

RE 215 Shinto: Japanese Indigenous Religious Beliefs Spring

The study of Japanese indigenous religious beliefs from pre-historic times to the late nineteenth century. The course emphasizes the ques-

*Foundations Course

tion of the evolution and changes of a unique religious syncretism in socio-cultural contexts.
Mr. Miyaji

***RE 220 The Shaping of American Religious Life** Fall

A study of the historical sources of the western religious traditions and their expression in the social and intellectual context of American history. Particular attention will be given to Puritanism in America, the impact of westward expansion, and the influence of social and intellectual change in the late 19th and 20th centuries. Mr. Ferm

RE 270 Greco-Roman Religions Fall

An examination of the varieties of religious experience in the Greco-Roman world, including worship of the Olympian gods, state cults, mystery religions, and the ethical moralists. The course will involve reading of primary texts dealing with religious life in Greece and Rome and secondary literature interpreting these texts.
Mr. Yarbrough

RE 280 Studies in the Hebrew Bible Fall

An examination of the history and theology of the Hebrew Bible/Old Testament. This course will involve close reading of major portions of the Hebrew Bible in light of contemporary Jewish and Christian scholarship. It will trace the development of major themes and concepts (such as the covenant) through the various stages of Hebrew life and thought in the Biblical period.
Mr. Yarbrough

RE 281 Studies in the New Testament Spring

This course examines early Christian life and thought as reflected in the writings of the New Testament. It will deal with the life and teachings of Jesus, his major interpreters (such as the writers of the gospels and Paul), and the common people who followed them. Mr. Yarbrough

RE 290 Interpretations of Christian Beliefs Spring

An historical approach to issues in Christian thought: reason and revelation, the nature of God, the views of Christ, the nature of man, and the purpose of the church. The course will begin with early Christianity and proceed through medieval Catholicism, the Protestant Reformation, and the Enlightenment, to the modern period. Readings will be from major figures in Christian thought. Mr. Ferm

RE 301 Modern Views of God and Religious Life: the Nineteenth Century Fall

Studies in the writings of selected 19th century Christian thinkers, including Schleiermacher, Feuerbach, Kierkegaard, Dostoevsky, and Nietzsche. The course will focus particularly on their respective understandings of the nature of God, of religious experience, and of salvation, as these issues are reflected upon in the midst of the growing historical consciousness and secular interpretations of religious ideas. (Permission.)
Ms. Masuzawa

RE 302 Modern Views of God and Religious Life: In the Twentieth Century Spring

Studies in the writings of selected 20th century Jewish and Christian thinkers, including Buber, Barth, Niebuhr, Merton and Tillich. The primary emphasis of the course will be on their various conceptions of man's relation to God as well as their reflections on the religious man's relation to modernity and its religious pluralism. (Permission.) Ms. Masuzawa

RE 303 Theories of Religion Spring

A critical and historical analysis of modern theories of religion and their impact on the contemporary religious life. Many of the humanistic sciences which emerged in the 19th and 20th centuries are marked by a profound preoccupation of their founders with the question of the origin and nature of religion. Through a study of the writings of Marx, Freud, Weber, Durkheim, Levi-Strauss, and others, this course will examine how these figures understood the significance of religious phenomena. (Permission.) Ms. Masuzawa

[RE 304 Modern Jewish Thought]

RE 306 The Puritan Tradition in America Fall

A study of the major figures and issues in Puritanism during the 17th and 18th centuries. The course will also deal with how these issues changed during the 19th and 20th centuries. (RE 220 or permission.) Mr. Ferm

RE 308 Seminar in American Religious History Spring

Topic for 1983–84: The relation of church and state in American history from the seventeenth century to the present, with particular attention given to recent constitutional issues and court decisions. (Permission.) Mr. Ferm

RE 309 Seminar in Biblical Studies Spring

This year the seminar will examine the importance of the letter in early Christianity. Although

*Foundations Course

focusing on the letters of the New Testament (the epistles of Paul and John and the catholic epistles), the seminar will also investigate the letters of other early Christians (such as Ignatius and Polycarp). In addition to examining the content of these letters, the course will explore how letters contributed to the growth and development of early Christianity. (RE 105 or RE 281.) Mr. Yarbrough

RE 310 Seminar in Christian Theology Fall

Topic for 1984–85: The Life and Thought of Dietrich Bonhoeffer, a brilliant young German theologian of the 1930's and early 1940's. Bonhoeffer participated in the Resistance against Hitler and the Nazis, was arrested by the Gestapo in 1943, was imprisoned and finally executed in April, 1945. His works, especially those written during World War II and from prison, have received mounting attention because they challenge so many secular and religious assumptions of modern society. Most of his works will be read as well as the biography of Eberhard Bethge. (Permission.) Mr. Scott

[RE 311 Buddhist Philosophy]

RE 312 Buddhist and Christian Enlightenment Fall

The special topic of the course this year is the Bodhisattva and the Christ, the spiritual and ethical ideals of Mahayana Buddhism and Christianity. The course will explore the historical significance of the Bodhisattva in Asian thought as well as the various interpretations of the meaning of the Christ in the Christian tradition. Through analyzing the conclusions reached at a conference on this topic to be held in September, the course will seek to discover the contemporary meaning of the Bodhisattva and the Christ, not only for their own traditions, but for each other's. (The course is open to students who have taken at least one religion course.) Mr. Rockefeller, Mr. Lopez

[RE 335 Psychology and Religion]

RE 340 Seminar in the History of Religion Spring

The topic for the seminar is death in eastern and western thought. The course will explore the phenomenon of death and its meaning in the religious and philosophical traditions of Asia and the West. The course will follow a chronological sequence, beginning with antiquity where the *Epic of Gilgamesh*, Plato, and Seneca will be read. From there, the confrontation with death in the great religions will be analyzed ending with contemporary articulations of the problem of death in the works of Feuerbach, Tolstoy, Freud, and Camus. (Permission.) Mr. Lopez

RE 500 Independent Research Staff

RE 700 Senior Research for Honors Candidates Staff

The following cognate courses may be credited toward the requirements for the religion major.

HI 328 The Reformation

PA 213 Philosophy of Religion

PA 253 Confucianism and the Confucian Tradition in East Asia

SA 380 Anthropology of Religion

RUSSIAN

Professor: Robert Baker *Associate Professor:* Thomas Beyer (chairman) *Assistant Professor:* Jane Miller *Lecturers:* Alexandra Baker, Judy Olinick

The following courses taught in English by the Department of Russian are open to majors in other departments: *RU 151, Russian Literature's Golden Age; *RU 152, Revolutionary Literature in a Revolutionary Society: Russian Modernism; RU 351, Dostoevsky; RU 352, Tolstoy; RU 353, Russian Theater; RU 354, Chekhov; RU 356, Russian Literature of the 60's and 70's.

Formal admission to the major program is attained through satisfactory grades in RU 151, RU 152, RU 201 and RU 202 or through satisfactory scores on a qualifying examination. The qualifying examination will cover all language skills and a general knowledge of Russian literature and culture from its beginnings to the present.

Students of Beginner's Russian will take a continuation course during winter term.

Prospective majors are strongly urged to take an intensive Russian course during the winter term following RU 201.

Normally a *major program* will consist of the following courses in addition to the qualifying courses listed above: RU 301, RU 302, RU 311, RU 321 and three other courses including RU 704, Senior Seminar.

Students may meet some of the above requirements by attending Middlebury's School in the Soviet Union (located at the Pushkin Institute in Moscow). Although all students will be expected to take work in the areas of language, literature, and civilization and culture, the program of an individual student may place greater emphasis on any of these three areas and each student's program will be planned individually in consultation with the chairman.

The *Senior Program* will consist of a seminar taken during the senior year. Students with an over-all B average and a B+ average in Russian courses will be encouraged to prepare an Honors thesis under the supervision of a faculty member. The final typed copy of the thesis will be due no later than April 20 of the year of graduation. The level of Honors will be determined by the grade on the thesis according to the following scale: A (Highest Honors); A– (High Honors); B+ (Honors).

Students majoring in Russian should plan on having a second strong field of concentration. Students planning to teach should have a second language, preferably through at least the third year of study. Students planning careers in government, finance, commerce, etc., are strongly advised to have strong concentrations in one of the following fields: economics, geography, history, or political science. A joint or double major with one of these areas of study makes a particularly strong program.

Beginning with the fall semester of 1977 Middlebury has operated a semester-long program of intensive language study at the Pushkin Russian Language Institute in Moscow. Students anticipating applying for this program should begin planning their entire undergraduate program early. Interested students should consult with the chairman as early as possible concerning this program.

Students interested in the teacher certification program should consult with the chairman of the department and with the Director of Teacher Education at an early date to avoid conflicts in scheduling the required courses.

RU 101 Beginner's Russian Fall

Four-skills approach to provide a firm control of the sound system and the structure of Russian. Although much emphasis is put on the spoken colloquial language, reading, writing and a conscious understanding of the fundamentals of grammar provide a firm foundation for work in advanced courses or for reading in specialized fields. Seven class meetings per week (two lecture sections, five drill sections) and intensive use of the language laboratory. Mr. Beyer and Staff

RU 102 Beginner's Russian Spring

Continuation of the approach used in RU 101, but with increased emphasis on reading. (RU 101 or equivalent.) Seven class meetings per week (two lectures, five drill sections) and intensive use of the language laboratory.

Mr. Beyer and Staff

RU 104 Russian for Reading Spring

Continuation of Beginner's Russian for those interested in Russian as a research tool. Decreased attention to active skills and increasing attention to reading, culminating in some reading in a student's field of specialization. (This course does not serve as a prerequisite for more advanced courses in Russian.) (RU 101 or equivalent.) Staff

***RU 151 Russian Literature's Golden Age (1830-1880) (Pistols, Poets, Prisoners and Prostitutes) (In English)** Fall

The purpose of this course is to acquaint students with the history and development of Russian Literature from Pushkin to Tolstoy and with the critical reaction to that literature. The basic methods of the course will be class discussion supplemented by a few brief lectures on the literary and cultural background of Russia. It is hoped that the course will provide the students with an ability to enter the magical world of manipulation utilized by the Russian authors to circumvent the powers of Russian censorship. A variety of topics will be discussed, including economics, sociological, philosophical and historical considerations, but always as they relate to the unique literariness of the texts. The end results should enable the student to achieve sophistication in literary techniques, as well as an awareness of the Russian experience. No knowledge of Russian is required. Ms. Miller

***RU 152 Revolutionary Literature in a Revolutionary Society: Russian Modernism (1880-Present) (In English)** Spring

The purpose of this course is to introduce students to the exciting new experiments of Russian

*Foundations Course

authors who found themselves competing against and reacting to the masters of Russia's Golden Age. Classroom discussion supplemented by brief lectures will focus on outstanding works (largely unknown and untranslated until this decade) which are representative of the various styles and techniques developed to give new life to the Russian literary experience. Examples will be chosen from Decadence, Symbolism, Civil War, Constructionism, Utopian, Five Year Plan, War Communism, Socialist Realism, Thaw and Protest literatures. The emphasis will be on excellent literature rather than on the traditional approach to the Soviet classics. No knowledge of Russian is required. Ms. Miller

RU 201 Intermediate Russian Fall
Systematic review of grammar and development of the spoken and written skills attained in Beginner's Russian. Five class meetings per week and use of the language laboratory. (RU 102 or equivalent.) Mr. Baker, Mrs. Baker

RU 202 Intermediate Russian Spring
Continuation of approach used in RU 201. Reading of contemporary Russian texts, conversation and written assignments in Russian based on reading assignments. (RU 201 or equivalent.) Five class meetings per week and use of the language laboratory. Mr. Baker, Mrs. Baker

RU 301 Russian Conversation and Composition Fall
Systematic review of the fundamentals of Russian grammar combined with the development of oral fluency and freedom of self-expression in speech and writing. (RU 202 or equivalent.)
Mrs. Baker

RU 302 Russian Conversation and Composition Spring
Continuation of development of oral and written fluency and correctness. Mrs. Baker

RU 311 Masterpieces of Russian Literature Spring
Reading in the original of select works from Old Russian Literature and 19th century writers. Readings in both English and Russian on Russian culture and civilization. Classroom discussions, oral and written reports in Russian (RU 202 or equivalent.) Staff

RU 321 Soviet Man and His World Fall
Readings in both Russian and English on Soviet culture and civilization. Classroom discussions, oral and written reports in Russian. (RU 202 or equivalent.) Ms. Miller

RU 351 Dostoevsky (In English) Fall
Classroom discussion of the major novels of Russia's most misunderstood genius. Brief lectures will attempt to define for a Western reader the uniquely Russian experience of Dostoevsky. No knowledge of Russian is required.
Ms. Miller

[RU 352 Tolstoy (In English)]

[RU 353 Russian Theater (In English)]

RU 354 Chekhov (In English) Spring
The development of Chekhov as a short story writer, dramatist, and Russian literature's first conscious modernist. The majority of the course will be devoted to an analysis of Chekhov's "mature" stories (post-1885) and his four major plays. No knowledge of Russian is required. Staff

[RU 356 Russian Literature of the 60's and 70's]

RU 401 Advanced Language Study Fall
Mr. Baker

RU 402 Advanced Language Study Spring
Staff

RU 500 Advanced Studies in Language and Literature Fall, Spring
Supervised individual study for highly qualified students. Staff

RU 700 Senior Independent Study Project Fall, Spring
Staff

RU 704 Senior Seminar Fall, Spring
Topic to be announced. (Senior majors.)
Mr. Beyer

See also Division of Foreign Languages.

SOCIOLOGY/ ANTHROPOLOGY

Professors: David Andrews (chairman), Rudolf Haerle *Associate Professor:* Margaret Nelson *Assistant Professors:* Kitty Calavita (on leave fall term), L. Kathleen McDermott *Visiting Assistant Professor:* Herman Gray

The Department of Sociology-Anthropology has the unique feature of combining two disciplines within a single departmental major. We encourage students to take full advantage of this opportunity to develop a perspective for the systematic analysis and understanding of human behavior. Based on the empirical findings of the closely related disciplines of sociology and anthropology, this perspective is inherently comparative, such that the department is concerned with the impact of culture and society in various settings. Although both of these disciplines share common concern about human behavior, each in addition has its own history, concepts, and theoretical commitments. Anthropology essentially focuses on the role of culture in human experience and sociology is concerned primarily with the role of social interaction and the social structure in human experience.

Required for all Sociology-Anthropology majors: A minimum of ten fall and spring term courses will constitute the major. The core of the departmental major consists of five required fall and spring courses (SA 103, SA 105, SA 205, SA 301 *or* SA 302, and SA 700 *or* SA 710) which emphasize basic concepts, theory, and research methods. Beyond these specific courses, each student may choose 5 to 9 electives from the variety of substantive courses offered by the department.

Ideally, students should take the Research Process course (SA 301 or SA 302) in their junior year in order to prepare themselves for their senior research and writing project. If a major anticipates being away during all or part of the junior year, the Research Process course should be taken during the sophomore year.

Joint major: There is an established Sociology-Psychology joint major. Consult the respective department chairmen for details.

International Major: SA 103, SA 105, SA 205, SA 301 or 302; courses in sociology-anthropology at a Middlebury School Abroad or an approved equivalent; SA 700 or SA 710 plus an advanced course in the Language Department. Minimum of ten courses.

Senior Program: The senior program consists of *either* a one-semester senior essay (SA 700) *or* a two-semester senior thesis (SA 710). Normally the latter is carried out during the fall and winter terms. The senior essay should be written in the fall term. Variations from these patterns are possible only by permission of the department.

A special senior seminar (for both SA 700 and SA 710 students) will be conducted in the fall semester. Its purpose will be to consider recurring research and writing problems.

Departmental Honors: Only students who elect to write a senior thesis (SA 710) become eligible for departmental Honors. To achieve Honors, one must do superior work on both the senior thesis *and* course work in the department. Specifically, the level of Honors will depend upon (a) achieving a minimum of a B average in all sociology-anthropology courses and (b) the final thesis grade: B+ = Honors; A− = High Honors; and A or A+ = Highest Honors.

INTRODUCTORY COURSES

SA 103 Selected Topics in Socio-cultural Anthropology Spring

Ecology and socio-cultural evolution. The broad spectrum of worldwide socio-cultural variation will be analyzed by focusing on the technologies used to exploit particular environments, the consequent influences upon social organization and belief systems, and the causes and courses of socio-cultural change. Case studies will be used to illustrate major categories of socio-cultural adaptation. Ms. McDermott

***SA 105 Social Man and Social Order: Issues in Freedom and Constraint** Fall, Spring

How is social order possible? What is the nature of society? What is the relationship between the individual and society? Is man free to behave as he wishes? In attempting to answer these questions, we shall explore the sociological perspective, with its debunking motif, as a unique form of consciousness. To explicate this perspective, emphasis will be given to the original writings of Karl Marx, Max Weber and Emile Durkheim. Their ideas will be applied to selected contemporary social problems. (This course serves as an introduction to sociology.) Mr. Haerle

*Foundations Course

SA 190 The Evolution of Man and Prehistoric Cultures Fall, Spring

Within an ecological-evolutionary perspective, we will examine topics in physical anthropology including 1) the relevance of non-human primate studies for an understanding of man, 2) the emergence of the human line, 3) the origins of speech, and 4) physical variations among contemporary men. Archaeological topics include site discovery, dating procedures, archaeological inference and the transition from hunting and gathering bands to agricultural states. 2 hrs. lect., 1 hr. disc., 1 hr. film. Mr. Andrews

***SA 191 Introduction to Women in Social Thought** Fall

An understanding of the manner in which the distinctions between the sexes serve as a basic organizing principal within human societies is essential to all social scientific investigations. This course will offer students an introduction to how social thinkers have dealt with this issue. First, we will examine explanations for and assumptions about sexual differentiation in the writings of major Western thinkers. Second, the contributions of contemporary social scientists to our understanding of women's secondary status will be studied. Third, a brief history of women in America will be covered. Fourth, we will evaluate several varieties of feminist thought.

Ms. Nelson

THEORY AND METHOD

SA 205 Topics in Social Thought — Stability and Change Fall

Sociologists and anthropologists show similarities as well as differences in their approaches, though their goals are basically the same: ultimately, the description and analysis of human society. We shall compare approaches to common problems in the two disciplines and we shall see how differing use is made of common concepts. The differences between the two disciplines will be examined, but throughout the emphasis will be on synthesis and integration. This year's topic will be change and stability within the frameworks of functionalism, Marxism, Social Darwinism and conflict theory. Ms. Nelson

SA 301 The Research Process-Sociology Spring

Introduction to the basic tools of sociological research from problem formulation (including the relationship of concepts, hypotheses and theory) through strategies of design and data collection, to the analysis and presentation of results. Exposure to interviews, structured observation and participant-observation. Concentration on the survey approach, with the entire class conducting an actual sample survey. Submission of the senior thesis or senior essay proposal. Strongly recommended for juniors. (SA 105 or permission.) Mr. Haerle

SA 302 The Research Process-Anthropology Fall

The aim of this course is to prepare the student to conduct research, to evaluate and present research in a scholarly manner and to critically evaluate the research of others. Practice and evaluation of such basic techniques as observation, participant-observation, structural and open-ended interviews and use of documents. Introduction to various methodological and theoretical frameworks. Thesis or essay prospectus is the final product of this course. Strongly recommended for juniors. (SA 103 or permission.)

Mr. Andrews

SOCIAL ORGANIZATION AND COMPARATIVE INSTITUTIONS

SA 315 Sociology of Education Spring

An examination of education as both a social institution and social process. Topics include the relationship of education to socialization, the social psychology of learning, the relation of educational institutions to other social structures, the influence of culture on moral education, the bearing which factors such as family background, sex and ethnicity have on the quality and content of the schooling process, the relation of various methods and types of education to the surrounding environment and the actual and potential role of education as an agent for social change. The substantive focus on American society. (SA 105 or permission.) (This course will receive Teacher Education credit.) Ms. Nelson

SA 316 The Sociology of Youth Spring

In the United States, the transition to adulthood is vaguely defined, resulting in an adjustment period characterized by "sturm and drang." The problems to which this course addresses itself spring from a set of historical, demographic, biological, cultural, economic and institutional forces and developments. Within the framework of a youth culture and peer group support, we shall explore the following type of issues: problems of social and sexual identity and maturity, youth in history and fiction, alienation and political activism, the generation gap, athletic participation and educational experiences, training for work and occupational aspirations, juvenile delinquency, and an overarching concern with ethnic and class differentiations. Alternative solutions to the problems of youth will be considered and evaluated. (SA 105 or permission.)

Mr. Haerle

*Foundations Course

[SA 345 Work, Leisure and Sport]

SA 346 Popular Music and Society Spring

The emphasis of this course is the organization of the popular music business and the role of popular music in challenging and reinforcing social values. The course examines how the form and content of popular music is influenced by its manufacturer in the music business. It also examines how values are expressed through the content and use of popular music. Mr. Gray

SA 349 Mass Communications in Modern Society Spring

This course will examine the structure and operation of mass media in contemporary society. Our examination will be guided by a critical and analytic approach to the study of mass communications. The emphasis is on the development and organization of selected forms of mass communication and the effects of these forms on the organization and operations of modern society. Mr. Gray

[SA 370 Sociology of Inequality]

SA 380 The Anthropology of Religion Fall

The anthropology of religion is a study of the cultural implications of certain modes of religious thought. The function of specialists, such as shamans and priests, will be analyzed as will several aspects of social organization that have a religious foundation. Emphasis will be placed on traditional non-Western and tribal societies. Mr. Napier

SA 384 Cross Cultural Perspectives of Health Systems Fall

This course will be an introduction to the field of medical anthropology. Disease in some form is one of the fundamental problems facing every society and each has developed methods for coping with and explaining disease and thereby creating a system of beliefs, knowledge and practices. Health systems in different societies will be studied in order to elucidate the factors and processes that play a role in or influence the way in which individuals and groups are affected by and respond to illness and disease. Special attention will be paid to the interaction of "scientific" medicine with "traditional" health systems. Ms. McDermott

[SA 385 Medical Sociology]

SA 387 Sociology of Law Spring

An examination of the social, economic, and political factors affecting law creation, interpretation, and enforcement. Dominant theories of legal development will be analyzed and critiqued, and possible alternative theories will be explored. Specific cases of law creation and its application will be traced in some detail in this search for more adequate explanations of the role of law in given historical contexts. Ms. Calavita

SA 390 The Sociology of Women Spring

The social history of American women from early colonial times to the present. A consideration of women's place in American society, how society looked at them, the restraints upon women's activities and development, the way these restraints were embodied in social norms and laws, and the changes following urbanization and industrialization. Particular groups of women (e.g., "mill girls," slave women) will be examined in light of general themes such as employment, education, the family and sexuality. Ms. Nelson

[SA 391 Advanced Topics in the Sociology of Women]

[SA 408 Sociology of Religion]

AREA STUDIES

SA 322 Native Peoples of South America Spring

An examination of the aboriginal peoples of South America, the Caribbean Islands and Central America to the Maya frontier. Major emphasis will be on these peoples at the time of first contact. Special concern will be the methodological and theoretical implications of the data. (SA 103 or permission.) Mr. Andrews

[SA 326 Latin American Culture and Society]

SA 330 Perspectives of American Society and Culture Spring

This course will present an overview of the society and culture of the United States by examining the four bases for major sub-societies/cultures, i.e., ethnic groups, social classes, rural-urban residence and regionalism. An additional element of this perspective will be to examine similarities and differences in values and social institutions across these sub-cultural societies. 3 hrs. lect., 1 hr. film. Mr. Andrews

SA 335 Chinese Society and Culture Fall

This course will be a survey of the principal institutions and ideas which form the background to modern Chinese society. It will deal primarily with Chinese families, local communities and so-

cial classes, emphasizing the interaction of social, economic and political factors through and after the revolution. Attention also will be paid to the major types of interpretations of Chinese society current in the West and in China.

Ms. McDermott

SOCIAL PROCESS AND SOCIAL PROBLEMS

SA 343 American Community Studies Fall

An examination of the American experience since 1920, as viewed through the participants in various types of communities. Dominant cultural values (and their changes) will be studied in relation to emergent and changing community organization. Within the framework of the folk-urban continuum, consideration of various theories of community formation and development. The influence of industrialization, social class, and ethnicity will be explored in the context of the small town, the urban neighborhood, suburbia, the communal setting and in fiction. Assessment of methodological approaches and problems. Mr. Haerle

[SA 344 Urban Sociology]

SA 348 Sociology of Popular Culture Fall

This course examines the operation of popular culture in contemporary American society. We will emphasize major theoretical explanations of the role and impact of popular culture in areas such as social inequality and power. The course will consider the concrete expression of popular culture in a variety of different contexts.

Mr. Gray

[SA 351 Psychological Anthropology]

SA 352 Social Psychology Spring

A consideration of the interrelationships between the individual and society. In particular, the course will examine the specific mechanisms that bind the individual to society; the societal factors which influence the formation of character or personality; and the implications social character has for social change and/or stability.

Ms. Calavita

SA 354 Race and Ethnicity Fall

This course examines race and ethnicity as the basis for patterns of social interaction and social inequality in modern industrial societies, especially the United States. The emphasis is on theoretical explanations, as well as empirical descriptions of these patterns. Mr. Gray

SA 356 Anthropology of Change and Development Spring

Explanations of change and development have been a central concern in anthropology throughout its history. This class will address the major theories on the sources and patterns of change. Theories of modernization and underdevelopment will be examined as well as ethnographic data on particular societies and institutions.

Ms. McDermott

[SA 388 Deviance]

SA 500 Advanced Individual Study Fall, Spring

Open to qualified students, by permission.

Staff

SENIOR PROGRAM

SA 700 Senior Essay Fall

Under the guidance of a faculty member, a student will carry out an independent, one-semester research project, often based on original data. In addition, a senior seminar, in which recurring problems in writing will be discussed, will be held during the fall semester. The final product must be presented in a written report of 30-45 pages, due at the end of the fall term. Staff

SA 710 Senior Thesis Fall, Winter

Under the guidance of a faculty member, a senior will carry out an independent research project, often based on original data. In addition, a senior seminar, in which recurring problems in thesis writing will be discussed, will be held during the fall semester. Data must be analyzed and presented in a written report of 70-80 pages. Superior performance will be considered for Honors (see information on "Departmental Honors.") Due at the end of the winter term.

Staff

SPANISH/ITALIAN

Associate Professors: Alicia Andreu (chair), Roberto Véguez *Assistant Professors:* René Prieto, Ugo Skubikowski (on leave), David George, Patricia Zupan *Visiting Assistant Professors:* Fabio Girelli-Carasi, Vicki De Mara, Anthony Tamburri

SPANISH

In its program of studies in Spanish the department is committed to the twofold aim of developing in its students a full command of the language as well as a mastery of a body of knowledge reflecting the rich contribution of the Hispanic peoples to the world's literature and culture. The early

courses concentrate on the rapid and thorough development of the fundamental language skills in preparation for the more advanced courses in language, literature, and culture and civilization. Integrated with the department's offerings are the Middlebury Program for juniors in Madrid and the Middlebury Summer Language School of Spanish, including intensive courses from the intermediate level. Non-majors are encouraged to take advantage of these opportunities to widen their educational horizons by studying in the context of another cultural milieu. Majors are encouraged to supplement their programs by selecting, in consultation with the department, courses from related areas outside their major.

Major Program: The major consists of a minimum of eleven courses, including the following: 1) SI 300; 2) courses at the 300 level (not including SI 300); and 3) at least one advanced course beyond the 300 level during the senior year. No more than two courses at the 100 or 200 level may be counted towards the major.

Joint Majors: The Spanish component of a joint major will consist of at least seven courses from departmental offerings, with no more than two at the 100 or 200 level. Other requisites include SI 300 and at least one advanced course beyond the 300 level during the senior year.

Programs Abroad for Juniors: In the case of majors, it is the department's expectation that they will spend at least one semester in residence in a Spanish-speaking country. Middlebury offers both year and semester programs in Madrid. Students who are interested in going abroad and who are also double or joint majors or are thinking of participating in the Teacher Education Program should consult with their advisers in both areas as early as possible to avoid any conflict in plans. Students planning to go abroad are required to have taken SI 300. The deadlines for applications are November 15 for the following spring semester and March 1st for the following fall semester or year.

Honors: Upon completing an advanced course beyond the 300 level during the senior year, the student may be nominated as an Honors candidate (SI 705). The department will award Honors, High Honors, Highest Honors on the basis of the student's special project completed in SI 705 and his or her previous work in the department.

A Spanish major will be expected to have a thorough command of the language, to be conversant with the major currents of Hispanic literature, and to have a broad knowledge of Hispanic culture gained through the experience of courses at Middlebury and study abroad. The special project for SI 705 may be a thesis or a comprehensive examination.

SI 101 Intensive Beginning Spanish Fall

Designed to meet the needs of beginners who want to master, within a very short time, the basic structures and vocabulary of the language. Its basic commitment is to an ordered presentation of all four of the basic language skills: understanding the spoken word, speaking, reading and writing. The unifying factor, however, will be the spoken language, which students will be expected to use exclusively during the course hours. Two approaches to the learning of language skills will be used: one stressing the underlying grammatical patterns of language, and the other, language in its situational context. Students wishing to take SI 102 in the spring will normally take a continuation course during winter term.

Ms. Andreu, Mr. George

SI 102 Continuing Spanish Spring

For students who have successfully completed SI 101 and the winter term, the course emphasizes the control of basic language skills which are then used in reading and discussing short works by modern Spanish and Spanish American authors. Ms. Andreu, Mr. George

SI 201 Intermediate Spanish Fall

A course designed to consolidate the skills attained in SI 101-102 or its equivalent. Readings, discussions and compositions. Mr. Prieto

SI 219 Self-Expression in Spanish Fall, Spring

A middle course for students seeking to perfect their command of Spanish. The course will consist of oral and written assignments on a variety of topics chosen to increase the student's control of the structures and vocabulary of the language. The course will also include a thorough review of grammar at a fairly advanced level.

Ms. Andreu, Mr. George, Mr. Prieto

[*SI 231 Captains, Kings and Caudillos]

SI 300 An Introduction to the Study of Hispanic Literature Fall, Spring

An advanced language and literature course designed to perfect skills in literary analysis and critical writing. The work will be based on the reading of a number of outstanding works in prose and poetry. Frequent short, critical essays will complement the reading and provide the student with practice in writing. Open to qualified freshmen and upperclassmen. (Followed by SI 301.) Mr. Véguez

(SI 300, its equivalent, or permission of the instructor is a prerequisite for all other 300 level courses.)

SI 301 The Hispanic Tradition in Literature Fall

An introduction to the masterworks of Spanish literature from the Middle Ages to the Civil War. The course will consist of the weekly lecture on the historical and cultural background of the period under study, and a weekly lecture/discussion on the literary work that best represents it. Students will be required to do at least one class presentation, to write two short papers and to take a mid-term exam and a final. Prerequisites: SI 300 or permission from the instructor. This course is required of students who wish to go to Spain with the Middlebury program.

Mr. Véguez

SI 303 The Hispanic Tradition in Literature: Spanish American Letters from the Nineteenth Century to the Present Spring

The development of Spanish American letters from the 19th century movements of independence from Spain to the avant-garde literature of the present. The works of Sarmiento, Martí, Darío, Vallejo, Fuentes Vargas Llosa, Neruda Asturias and others will be studied with particular consideration given to their search for a Spanish American identity. Mr. Prieto

[SI 315 El Arte de la Traduccion: Problemas y Soluciones]

SI 325 Introduction to Brazil Spring

An examination of modern Brazil in the light of historical influences and sociological, cultural and regional differences. Readings will be in Portuguese and will include newspaper and magazine articles, novels and short stories. Given in Portuguese. Mr. George

[SI 330 Latin American Culture and Civilization]

SI 402 Cervantes y el "Don Quijote" Spring

A detailed discussion and analysis of the *Quijote* with additional readings from major literary and cultural sources. Some critical interpretations of the work from the 17th century to the present will also be considered.

Mr. Véguez

[SI 410 The "Mass Media" in Spanish Literature]

[SI 420 Violencia y Pasion]

[SI 435 Taller de Teatro]

SI 440 Culture and Identity in Latin American Literature Fall

Since Independence, many writers in Latin America have regarded literature as a national project, believing that the novel and the poem express the national or racial spirit and that they are cohesive forces in the formation of nationhood. We shall be tracing the Romantic origins of *Volksgeist* (spirit of the folk or nation) but the texts will be chosen from modern Latin American writers beginning with José Marti. The discussions will deal not only with cultural nationalism but also with questions such as the supposed originality of American experience, Third Worldism and that problem of identity. Mr. Prieto

[SI 445 The Spanish Novel from Valera to Delibes]

SI 450 Women in Hispanic Literature Spring

The purpose of this course is to try to understand a multiplicity of interpretations regarding the role of women in Hispanic literature. This will be accomplished by studying various scholarly and critical approaches, highlighting the neglected role of women in Hispanic letters and offering a reappraisal of the works in a feminist light. The list of readings will include Spanish and Latin American texts. Ms. Andreu

SI 500 Independent Study Fall, Spring

The department will consider requests by qualified juniors and seniors to engage in independent work. Staff

*Foundations Course

SI 700 Senior Research Seminar Fall

Advanced readings in Hispanic literature and culture. Through the study of key texts, the course will seek to provide a framework for the students previous experience and course work in Spanish. The topic in fall 1984 will be: Literature and Society in Latin America. Mr. George

This Seminar will be open to seniors and to other students with permission from the instructor.

Students may also satisfy the senior requirement by taking:

SI 402 Cervantes y el Don *Quijote* Spring
Mr. Veguez

SI 440 Culture and Identity in Latin American Literature Fall
Mr. Prieto

SI 450 Women in Hispanic Literature Spring
Ms. Andreu

SI 705 Seniors Honors Project Spring
(for Departmental Honors candidates)

I. **Honors Thesis**
Requirements:
1. A student with a departmental average of B+ and senior work of B+ or better may initiate the procedure for an Honors Thesis proposal.
2. The student should have a topic which he/she wants to develop into an Honors Thesis.
3. The topic should derive from studies and experiences in the Hispanic/Italian fields at Middlebury.
4. The student submits a thesis proposal with a bibliography to a prospective advisor in the department by *November 1st.*
5. If the subject matter is deemed viable by the advisor, the proposal will be reviewed by the department.
6. Students will be notified of their grade in the Senior Seminar the week after Christmas.
7. Final proposals are to be submitted by the second Friday of winter term.
8. The due date for the first draft of the thesis is April 1st.
9. The due date for the final copy of the thesis is the last day of classes.
10. The department nominates a second reader for each thesis project. The second reader will participate in the correction of and commentary on the first draft. The two readers will agree on the grade for the final draft. In case of a discrepancy, the department chairman makes the final decision.

II. **Written Comprehensive Examinations**
A. Rationales: The examination option allows the student to cover a wide range of topics, historical periods, and genres, and to fill in gaps not covered in his/her courses.
B. The Examination:
1. A student with a departmental and overall academic average of B+ and senior work of B+ or better may initiate the procedure for a Comprehensive Examination.
2. The student must submit a request to the advisor by November 1st. The student will then discuss with the advisor a plan of study consisting of the following: a discussion of the reading list, a reading schedule, and a schedule of meetings with the advisor and/or other department members, according to the latter's specializations.
3. The written exam will be taken on or before April 15. For Spanish majors, the exam will be evenly distributed between Latin America and Spain. Each department member will submit a question according to his/her specialization.
4. The Italian section of the department nominates a second reader for each examination, and the two readers agree on the grade. In case of a discrepancy, the department chairman makes the final decision.
5. In case of failure on the Comprehensive Examination, the student may receive credit for SI 500, contingent upon the approval of both readers and the chairman.

ITALIAN

The Italian program at Middlebury recognizes the students' desire and need to *use* a foreign language, to make it a part of them and of their future professional life. With this practical end in mind, after two years of study, students will have a command of Italian which will enable them to make use of the language in a variety of disciplines. The two-year language sequence is therefore designed to make students eligible to participate in our School in Florence, where they

will use Italian to study not only literature, but courses which include art history, political science, history, economics, linguistics and others. The School in Florence makes it possible to complete requirements for a full major, to fulfill the joint major or the international major in a variety of disciplines.

For those who prefer to remain on campus in their junior year, we offer survey courses in major literary figures, movements, and periods, and in modern culture. A Senior Seminar is offered regularly. Under special or necessary circumstances, the faculty direct independent research projects and/or tutorials.

The Major: A total of not fewer than nine courses beyond SA 251 and SI 252 is required, including Senior Seminar credit. All majors are expected to spend the full year at the School in Florence. To be eligible for the Junior Year in Florence, a student must complete SI 252. We reserve the right to require a student to attend a preliminary summer in Vermont if, in our judgment, the preparation in Italian is insufficient. In Florence, all undergraduates take the courses at the Sede that make up the fall term curriculum (art history, civilization, language and literature). They continue during the academic year with the ongoing courses at the Sede in language and literature, and choose two electives from among the regular course offerings of the University of Florence. A junior without enough preparation to take courses at the university may enroll for both the fall and spring semesters at the Sede and audit classes at the university.

Joint Major: The Italian component of a joint major will consist of at least seven courses from departmental offerings beyond SI 251 and SI 252, including Senior Seminar credit. A Joint Major is expected to spend one semester at the School in Florence, either during the fall or spring semester.

Honors: See description under SI 705 in *Spanish* copy.

SI 151 Intensive Beginning Italian Fall

Designed to introduce the student to the Italian language and to provide a foundation in both spoken and written Italian. The approach to the language permits comprehensive coverage of the basic structures and vocabulary of contemporary Italian. Printed student materials introduce the written word and drill structures through exercises, dictations, and reading texts. The exclusive use of Italian in dialogue situations and vocabulary building encourages the student to develop skills in a personalized context. Staff

SI 152 Intensive Beginning Italian Spring

For students who have successfully completed SI 151 in the fall term, this course provides increased control and proficiency in the language through audiovisual, conversational and drill methods. Short reading selections from contemporary works and discussions enlarge the student's view of Italian life and culture. (SI 151 or equivalent.) Staff

SI 251 Intermediate Italian Fall

A thorough review of the structure and vocabulary of Italian. Conversation, compositions and oral reports will be based on readings selected from contemporary Italian prose to increase fluency and naturalness as well as prepare the groundwork for a more sophisticated use of the language. (SI 152 or equivalent.) Staff

SI 252 Advanced Italian Spring

Readings in modern and contemporary literature and related fields, discussions and compositions illustrate the richness and complexity of the Italian language. Materials for the course include a text integrating the writing of major literary figures with a review of grammar and selected works on contemporary writers chosen to introduce the genres, themes and terms of literature. (SI 251 or equivalent.)

Mr. Girelli-Carasi, Mr. Tamburri

***SI 290 Dante (in English)** Spring

An introduction to Dante's major literary works, *La Vita Nuova (The New Life)* and the *Divine Comedy.* Close readings of the texts will seek to give students an appreciation of Dante's place in world literature. Dante's masterpieces will be also discussed in a historical and philosophical perspective, and supplementary readings will acquaint the reader with the medieval view of life and literature. Ms. Zupan

***SI 294 The Italian Renaissance (in English)** Fall

In a close reading of its literary masterpieces, we will study the major artistic and philosophic themes of the Italian Renaissance: the imitation

*Foundations Course

of ancient authors and their moral values; the anxiety over human freedom and its ability to conquer "ravaging time"; the attempt to immortalize the self through art. The course will examine: interpretations of the Renaissance and its periodization, Renaissance humanism, the chivalric epic, biographies and autobiographies of the artists, and Renaissance comedy. Authors include: Petrarch, Pico, Alberti, Machiavelli, Guicciardini, Castiglione, Poliziano, Ariosto, Leonardo, Vasari, Cellini. Ms. De Mara

SI 298 The Italians Spring

This course presents an overview of modern Italy through representative texts of noteworthy Italian authors. Luigi Barzini's *The Italians* provides the initial impetus for the exploration of a society whose diversity will be examined through the writings of seven authors and various genres. Two novels take into account, on the one hand, the Fascist experience and its social ramifications, and on the other, the dichotomy of north and south. Further works consider other major social concerns: adolescence and the child/parent relationship; the question of the 'mafia' and its effect on society; male-female relationships and the emergence of a 'feminist' consciousness, and the individual in a world of fluctuating social mores. While a serious tone informs some of the texts, comic relief is provided by others. Additional brief readings will enhance the student's understanding of the socio-historical aspects of modern Italy. Mr. Tamburri

[SI 350 Contemporary Italian Culture and Civilization]

[SI 352 Literature of the Renaissance]

SI 354 Epoche della letteratura italiana I: Introduzione al periodo moderno Fall

This course will acquaint students with the major 19th and 20th century works and movements while developing the students' critical and analytical skills. We will first establish the latest developments in contemporary Italian poetry, then trace back to its roots in Pascoli. The course will then examine neo-realism, the theme of illusion and reality in Italian theater, and 19th-century prose *(verismo).* We will conclude with a consideration of Italian romanticism through a comparative reading of Leopardi's major poems and those of the contemporary poets with which we began the course. Authors include: Ungaretti, Quasimodo, Montale, Moravia, Pavese, Vittorini, Pirandello, and Verga. Mr. Girelli-Carasi

SI 355 Epoche della letteratura italiana II: Introduzione al Medioevo e al Rinascimento Spring

This course will continue to develop the students' critical and analytical skills through a careful reading of excerpts from the literary masterpieces of the Italian Middle Ages and Renaissance. Beginning with Dante's poetic predecessors, we will then consider late medieval and early Renaissance prose and poetry through a selective reading of Dante, Boccaccio, Petrarch, and the Florentine humanists. We will then inspect the social and political aspects of high Renaissance prose in Alberti, Machiavelli, Guicciardini, and Castiglione. Pulci, Boiardo, and Ariosto will exemplify the development of chivalric epic. Renaissance comedy will be introduced through Machiavelli's *La mandragola.* Finally, Leonardo, Vasari, and Cellini will represent the contributions of artists to the nascent biographical and autobiographical genres.
Mr. Girelli-Carasi

[SI 375 Italian Cinema: From Fiction to Film]

[SI 459 Modern Italian Fiction: The Role of the Individual in Italian Novels of the Twentieth Century] Fall

An analysis of the role of the individual as it is viewed by four major Italian writers of this century: Pirandello, Svevo, Vittorini and Pavese, through a close reading and a detailed discussion of some of their novels. Four novels will be read in their entirety, together with selections from other works. The course will be conducted mainly through class discussions, but each author will be introduced by one or two formal lectures. Mr. Tamburri

SI 550 Independent Study Fall, Spring

The department will consider requests by qualified juniors and seniors to engage in independent work. Staff

[SI 750 Senior Seminar]

See also Division of Foreign Languages.

TEACHER EDUCATION

Associate Professor: Richard Dollase (chairman) *Lecturers:* Joanna Hall, Dori Rockefeller, Betsy Thurber *Assistant:* Harry Lawrence

While the Teacher Education Program is not a major, successful completion of all the requirements of the program will be registered on the student's transcript as a concentration. The program offers students opportunities to study educational issues and to prepare themselves as elementary or secondary teachers. Upon graduation, students who have successfully completed one of the programs described below are certified to teach in the State of Vermont, whose certificate is recognized by the following states:

Alabama
California
Connecticut
Delaware
Florida
Hawaii
Idaho
Indiana
Kentucky
Maine
Maryland
Massachusetts
Michigan
Nebraska
New Hampshire
New Jersey
New York
North Carolina
Ohio
Oklahoma
Pennsylvania
Rhode Island
South Dakota
Utah
Virginia
Washington
West Virginia
District of Columbia
Overseas Dependent Schools

The initial Vermont professional certificate is probationary for a three-year period. After successful completion of three years of teaching, a continuing certificate is issued. Holders of the initial Vermont certificate who are teaching in another state must qualify for a regular professional certificate according to the requirements of that state.

Students interested in earning teacher certification should notify the Teacher Education office of their interest as early as they can, preferably by the fall of sophomore year. Planning ahead will avoid conflicts later on. Students should plan on devoting a full term (4 course units) to their student teaching and their study of teaching methods.

Requirements for elementary certification (K-6):

1) One term of college science or advanced placement in science.
2) A one-term course in the foundations of education. (See description below.)
3) A one-term course on the methods and materials of teaching reading, language arts and the social studies at the elementary school level. (TE 205.)
4) A one-term course on the methods and materials of teaching mathematics and science at the elementary school level. (TE 210.)
5) A seminar/workshop or a course on the methods and materials of teaching art and music at the elementary level. (Requirement may be fulfilled by a winter term course, a summer school course or by workshops and independent project work in TE 404.)
6) The professional semester:
   TE 404 Curriculum Development in Elementary Education. (Attention will also be given to methods and materials of physical education and health instruction.)
   TE 405-406-407 Student Teaching in the Elementary School.

Requirements for secondary certification (7-12):

1) A major or its equivalent in a discipline which coincides with a subject taught widely in public secondary schools is necessary for teacher certification. Middlebury College presently recommends students for secondary-level certification in the following areas: Art (studio), English, French, German, Russian, Spanish, Mathematics, Biology, Chemistry, Geology, Physics, Earth Science, Science, Social Studies, History and Government. Students who intend to major in disciplines other than the above and who are interested in secondary certification should consult with the Director of Teacher Education as early as possible in their college careers.
2) A one-term course in the foundations of education. (See description below.)
3) A one-term course on the methods and materials of teaching reading and study skills in secondary school subjects. (TE 220.)
4) The professional semester:
   TE 414 Problems and Methods of Secondary Education.

TE 415-416-417 Student Teaching in the Secondary School.

The Foundations of Education Course Requirement can be fulfilled by any of the following courses:

TE 200: Foundations of Education
TE 201: Critical Issues in American Education
PY 225: Child Psychology (See Psychology)
PA 210: Philosophy of Education (See Philosophy)
SA 315: Sociology of Education (See Sociology/Anthropology)

TE 200 Foundations of Education Spring

A view of the history of education based upon an exploration of the ideas, institutions, personalities, and events which have influenced the development of education in the United States. Emphasis will be placed on the historical basis of contemporary problems and issues in our schools today. Ms. Rockefeller

TE 201 Critical Issues in American Education Fall

A study of persistent problems and ethical issues in educational practice. Case materials and readings will focus on such issues as moral education, alternative schooling, minimum competency testing, school discipline, censorship, desegregation, children and television, and the rights of teachers, students and the handicapped. Mr. Dollase

TE 205 Methods of Teaching Language Arts in the Elementary School Spring

An introduction to curriculum theory and design in language arts and social studies. In addition to the three hours of weekly class, students spend two to three hours per week observing elementary school classes in the Middlebury area. Ms. Hall

TE 210 Methods of Teaching Mathematics and Science in the Elementary School Fall

An examination of current trends in content, methods and materials of elementary school mathematics and science. In addition to the three hours of weekly seminars, students spend two to three hours per week observing in elementary school classes in the Middlebury area. Ms. Hall

TE 220 Teaching Reading and Study Skills in Secondary School Subjects Fall

An introduction to curricular and instructional theory as it relates to the teaching of reading and study skills in the secondary school content areas. In addition to the weekly seminar, students are expected to spend two or more hours per week observing and tutoring in secondary schools in the Middlebury area. Mr. Dollase, Ms. Thurber

TE 305 Contemporary Topics in Higher Education Spring

An analysis of the major issues relating to institutions of higher education. Specific seminar topics include selective admissions, the value of college education, college athletics, grading and evaluation, academic freedom and tenure, financing higher education, and governance and power. (Open to sophomores, juniors and seniors.) Mr. Dollase

TE 404 Curriculum Development in Elementary Schools Fall, Spring

Concurrent with elementary student teaching, this course is designed to provide guidance in curriculum development and its implementation in the classroom, and to explore some of the issues related to the teaching process and profession. Methods and materials in the teaching of health and physical education will also be considered. (Corequisite: TE 405-406-407.) Ms. Hall

TE 405-406-407 Student Teaching in Elementary Education Fall, Spring

A semester-long practicum in a local elementary school under the direct supervision of an experienced master teacher. Weekly seminars provide a continuing support system for student teachers by establishing a congenial forum of peers and college supervisors for the sharing of ideas, problems, and experiences. (Corequisite: TE 404.) Staff

TE 414 Problems and Methods in Secondary Education Fall, Spring

The purpose of this course is to extend the study of general methods of teaching in the secondary schools and to provide study in the curriculum and special methods of specific teaching fields. (Corequisite: TE 415-416-417.) Mr. Dollase, Ms. Thurber

TE 415-416-417 Student Teaching in the Secondary School Fall, Spring

A semester-long practicum in a local secondary school under the direct supervision of an experienced master teacher. Weekly seminars provide a continuing support system for student teachers by establishing a congenial forum of peers and college supervisors for the sharing of ideas, problems, and experiences. (Corequisite: TE 414.)
Staff

Field Experience in Teacher Education: The Teacher Assistant Program. Winter Term Only.

This is an elective course designed to provide practical, in-school experience for students who are interested in exploring the possibility of a career in education. Students will be assigned to work as Teacher Assistants on the elementary or secondary level, usually within the local schools, although arrangements can be made to work in other locales.

THE PROFESSIONAL SEMESTER

Admission to the professional semester is by application only. Application forms may be obtained in the Teacher Education office. Students who intend to student teach during the fall semester must submit their completed applications no later than March 15th of the previous semester. Students who intend to student teach during the spring semester must submit their completed applications no later than October 15th of the previous semester. In order to be assured of a positive recommendation for certification, students must complete the student teaching experience (TE 405, 406, 407, or TE 415, 416, 417) with a grade of at least B–.

Prerequisites to the professional semester are as follows:

1. For elementary certification, successful completion of TE 200 (or an equivalent course in the foundations of education), TE 205, TE 210, and a one-semester course in science.
2. For secondary certification, successful completion of TE 200 (or an equivalent course in the foundations of education) and TE 220.
3. For all certification fields, the Teacher Assistant Program (winter term) is recommended, but not required.

Students accepted for student teaching should register for four courses in the same term as follows:

Elementary Education
- TE 404 Curriculum Development in Elementary Schools
- TE 405-406-407 Student Teaching in Elementary Education

Secondary Education
- TE 414 Problems and Methods in Secondary Education
- TE 415-416-417 Student Teaching in the Secondary School

THEATRE, DANCE, AND FILM

Professors: Ted Perry, Chandler Potter *Associate Professor:* Douglas Sprigg, (chairman) *Assistant Professors:* Douglas Anderson, Tarin Chaplin, Andrea Olsen *Instructors:* Caryn McHose, Bryan Schofield *Technical Director:* Richard Forman

MAJOR PROGRAM

A major in the Department of Theatre, Dance, and Film will choose one of four possible areas of emphasis: 1. Acting/Directing 2. Design/Production 3. Dance 4. Film Studies. All majors will elect the following core courses.

***TH 116 The Creative Process**

TH 102 Acting I, or TH 214 Directing I (in consultation with advisor)

TH 211 Scene Design I or 223 Lighting Design, or TH 218 Introduction to Playwriting (in consultation with advisor)

TH 500 Junior Independent Project

*Foundations Course

TH 700 Senior Independent Project

In addition to this core program, students will elect the designated courses in one area of emphasis.

ACTING/DIRECTING EMPHASIS

TH 102 Acting I, or TH 214 Directing I

TH 202 Acting II

TH 240 Movement Intentionality

EL 111 European Drama: Renaissance to Modern (or one other term of dramatic literature)

EL 321 Shakespeare

TH 306 Twentieth Century Experiments

TH 326 Modern Drama

Two Production Studios: TH 210/220

DESIGN/PRODUCTION
Two of the following:

TH 211 Scene Design I, 221 Scene Design II, TH 223 Lighting Design, or TH 315 Costume Design

AR 101 Introduction to Art

AR 209 and 210 Studio Art I and II

EL 321 Shakespeare

TH 306 Twentieth Century Experiments

TH 326 Modern Drama

One Production Studio: TH 219 or TH 224

DANCE

TH 216 Anatomy and Kinesiology

TH 240 Movement Intentionality

TH 335 Dance History

MU 109 Rudiments of Musical Language

PA 233 Aesthetics

AR 101 Art History

Three semesters of technique above the 200 level: TH 260/261, TH 360/361, TH 370/371.

FILM STUDIES

***TH 117 Film Form and Film Sense**
TH 217 Independent and Personal Cinema

TH 317 Film and Modernism in the Arts

TH 237 American Film Genres

TH 327 Films of M. Antonioni, or one course on another film director

EL 401 Literary Criticism, or PA 223 Aesthetics

AL 420 American Culture 1941–1961

HI 316 History of Modern Europe

AR 102 Art History

Honors: Students who maintain an average of B+ or better for courses taken within the department are eligible for departmental honors. Honors, High Honors, or Highest Honors will be awarded based upon both the quality of a student's work in courses and the quality of the Senior Independent Project, TH 700.

International Major: Students may choose to pursue an International Major in the department by taking the normal number and sequence of courses for the major, plus two to four courses in the discipline taught in a foreign language at a Middlebury School Abroad or an approved equivalent, plus an advance course in the department of the student's foreign language. Normally the TH 700 project will make use of the student's work in the foreign language.

DEPARTMENTAL COURSES

THEATRE COURSES

TH 102 Acting I Fall, Spring

Rigorous physical and psychophysical exercises attempt to break through the cultural and psychological barriers that inhibit an open responsiveness to impulses, to the environment, and to others. Attempt is made to free personal response within improvised scenes and, eventually, within the narrative structure of a naturalistic scene. Attention is given to various theories of acting technique. Students are required to audition for two departmental shows. (Freshmen and sophomores only, or permission.) Mr. Sprigg

[TH 106 Introduction to Drama Studies]

*Foundations Course

***TH 116 The Creative Process: Theatre, Dance, Film** Fall, Spring

A working examination of the process by which ideas are created and given shape in theatre, dance, and film. The individual creative experience is explored in terms of working methods and perceptual forms. Lectures, discussions, presentations and readings. Required of all majors in the Department of Theatre, Dance, and Film. (Open to freshmen and sophomores, or by permission.) Mr. Perry

EL/TH 125 Shakespeare Fall, Spring

See English department copy for description. Mr. Wilders

TH 202 Acting II Spring

Designed for those students who have had some experience on stage or have otherwise demonstrated a serious interest in performance. The skills introduced in Acting I are given intensive application to different kinds of dramatic texts. Attention will be given to developing physical and vocal resources and to the specific problems of each individual performer. (TH 102 and permission.) Mr. Sprigg

TH 211 Scene Design I Fall

Practice in developing scenic schemes from the idea through the sketch or model. Class discussion, demonstrations and exercises lead to several design projects. Studio sessions provide hands-on experience in construction, painting, etc. Students with art backgrounds have found this work to be interesting and challenging, but previous training in drawing is not necessary. (TH 116, or permission.) Mr. Potter

TH 214 Directing I Fall

As a group, students will analyze a single play to discover the process involved in preparing a script for production. Attention will be given to production concepts, textual values, auditions, rehearsals, and the structuring of a performance in time and space. During the second half of the course, students will cast and direct a scene to be worked on and performed in class. The practical work is combined with extensive written analysis. (TH 102 and permission.) Mr. Sprigg

TH 218 Playwriting I Fall

A workshop in the playwright's relationship to what happens in a theatrical space, how language and movement are the tips of the iceberg. Students will work on a number of short exercises and on two drafts of a short play. Class response to each piece of writing will be a major part of the communal work of the course. (An introductory writing course, an introductory theatre course or permission.) Mr. Anderson

TH 221 Scene Design II Spring

A continuation of TH 211, with increasing emphasis, in class, on the design projects and their critiques. (TH 211) Mr. Potter

TH 223 Lighting Spring

Stage lighting is a unique craft, although it does have areas in common with architectural, film, and TV lighting. This course examines theories applicable to all and design practice for the stage, leading to the planning and preparation of the light plot. Also includes studio experience relating theory to practice. Mr. Potter

EL/TH 225 Shakespeare's Comedies Spring

See English department for description. Mr. Wilders

[TH 226 American Drama]

TH 228 Playwriting II Fall, Spring

The work of the playwright doesn't end the moment he types "The End" on the final page of a manuscript. He must encounter actors, directors and designers, and must guide his work through rehearsal and revision. In this course, subtitled "New Plays in Production," the work generated in Playwriting I is subjected to the theatrical process. The course will produce a series of late-night play readings, open to the campus, and the final evening of new works. (TH 218.) Mr. Anderson

TH 302 Voice for the Actor Fall

Using Shakespeare's plays as the primary texts, students initially will be introduced to vocal techniques designed to prepare them for the increased demands made upon the voice by Shakespearean verse. Vocal work will be followed by a close analysis of the text designed to increase the student's awareness of the many possible interpretations of meaning. Experimenting with a variety of different techniques of analyzing and understanding the nuance of idea and emotion inherent in dramatic verse, students will explore ways in which their new vocal skills may be used to express their intellectual understanding. Mr. Sprigg

*Foundations Course

TH 306 Twentieth Century Experiments Spring

An exploration of radical theatre movements, their social and political implications, and some of the major theoreticians and practitioners beginning with the shift from Stanislavskian realism. Subjects include Meyerhold and the Soviet theatre, the Bauhaus, Appia, Artaud, Brecht, Living Theatre, Open Theatre, Grotowski, Bread and Puppets, San Francisco Mime Troupe, Performance Group, Firehouse Theatre, Peter Brook, Richard Foreman, Mabou Mines.
Mr. Anderson

TH 315 Costume Design Fall

Introduction to costume design and execution. In class, lectures and design projects concentrate on study of period dress, design elments and composition, drawing and rendering techniques and theatrical style as they relate to the play, the interpretation and the occasion. In the studio, practice with fabrics, patterns, cutting, fitting, etc. Previous experience in figure drawing is useful. (One of the following: TH 116, TH 306, TH 326, or permission.) Mr. Potter

[TH 326 Modern Drama]

TH 400 Special Topics Fall, Spring

Topic for 1984–85 to be announced. Staff

TH 500 Intermediate Independent Project Fall, Spring

Majors in their junior year should develop projects and submit proposal forms to project adviser at least two weeks prior to registration. Proposals will conform to *Handbook* "500" Course regulations and the department's *Guidelines for Student Participation.* Staff

TH 700 Senior Project Fall, Spring

Senior majors should develop projects and submit proposals in the spring of their junior year, at least three weeks prior to registration. Normally, these projects will combine practical production work with written research and serve as a culmination of the student's four years of study. Credit will be received for only a single term's work unless the project is of such scope as to justify the granting of additional credit during winter term. Production projects must be developed as outlined in the department's *Guidelines for Student Participation.* Staff

PRODUCTION STUDIOS

TH 210 Production Studio: Acting/Directing Fall

The cast, stage manager, and assistant director work as part of a company interpreting, rehearsing, and performing the play. Those receiving credit can expect to rehearse four to six nights a week. Appropriate written work is required. Normally auditions for the fall play are held during the first weeks of fall term; auditions for the winter play are held during the last weeks of fall term; and auditions for the spring play are held during the first weeks of winter term. Candidates for stage manager and assistant director should apply to the director of the production. (Permission required.) Mr. Sprigg

TH 219 Production Studio: Design/Production Fall

Participation in the production process, from planning through strike. Students may work in all technical areas. Those with no experience are encouraged to participate. More advance students concentrate their efforts in one or two areas with more responsibility. (Permission. Normally limited to freshmen, sophomores and juniors.)
Mr. Potter

TH 220 Production Studio: Acting/Directing Spring
Staff

TH 229 Production Studio: Design/Production Spring
Mr. Potter

DANCE COURSES

TH 160 Introductory Dance Fall, Spring

An introduction to dance involving technique, improvisation and composition, anatomy, and history. Technique includes flexibility, strength, coordination, rhythm, and movement vocabulary of the modern idiom. Improvisation is used to explore and learn concepts of space, time, energy and choreography from which beginning composition studies emerge. Conceptual aspects of the discipline involve selected readings, films, and performance viewing. Ms. Olsen

TH 161 Introductory Dance Fall, Spring

Continuation of TH 160 with increased endurance, rhythmic, and coordination skill development. A basic ballet vocabulary is built and translated for use to the modern dance idiom. Composition focuses on the elements of time and dynamics. Readings, films, and live performances are used as the basis for investigation of dance aesthetics. (TH 160 or permission.)
Ms. Chaplin

TH 216 Anatomy and Kinesiology Fall, Spring

The study of skeletal structure, joint and muscle function, and the analysis of body mechanics.

A kinesthetic examination of specific joints and muscle groups in body weight transfer, developing awareness of habits, misalignment, effort, energy consumption and chronic tension. The course will emphasize the movement potential of man in his vertical position, aligned to gravity, through laboratory sessions and assigned readings. (Not open to freshmen.) Ms. McHose

TH 240 Movement Intentionality for the Stage Fall, Spring

An investigation of the correlation of movement to character, personality, behavior, emotion, and psychological states. Theoretical and practical understanding of how people move, why they move as they do, and what movement says (non-verbally and subconsciously) will be achieved through readings, exercises, discussions, studio work and special projects, including (but not limited to) basic concepts of Effort/Shape (Rudolf von Laban's system of movement analysis.) The material will be specifically geared for application onstage by actors and directors, dancers and choreographers. Ms. Chaplin

TH 260 Intermediate Dance Technique and Choreography Fall

An intermediate level experience in modern dance. Focus will be on understanding the body systems as support for movement and as a source for creative work (skeletal, muscular, circulatory, organ, connective, endocrine, and nervous systems). Choreography will be developed in solo and group forms. Readings, written work, film and concert viewing are required. (TH 161.) Ms. Olsen

TH 261 Intermediate Dance Fall

Concentrated intermediate level work in modern dance technique and choreography with exposure to such notable techniques as Graham, Humphrey-Limón, Cunningham, Nikolais. Improvisation is used as a seeding ground for the development of choreography with attention given to form (organic form, climax, theme and variation, motif and development, chance, etc.) and more sophisticated aspects of space, time, energy. Creation and performance of original work is stressed. Films and live viewing serve to extend the daily rigor of the studio experience. A brief but crucial academic component deals with aesthetics – questions and values of paramount importance to the dancer/choreographer as artist. (TH 160 and 161.) Ms. Chaplin

[TH 270 Intermediate Ballet]

[TH 271 Intermediate Ballet]

TH 301 Dance Company of Middlebury Fall, Spring

The dancers and lighting designer work with the artistic director and guest choreographers as part of a dance company, learning, interpreting, rehearsing, and performing dances created for the company repertory. Those receiving credit can expect 4 to 6 rehearsals weekly. Appropriate written work, concert and film viewing, and attendance in department technique classes are required. Auditions for company members are held fall semester for the full year. One credit will be given for two terms of participation. Performances and tour are scheduled during winter and spring terms. Candidates for lighting designer should apply to the artistic director. (Permission required. Normally limited to sophomores through seniors.) Ms. Olsen

TH 325 Dance History Fall

Introductory lectures and readings on the origins of movement in ritual, its meaning, social function, cultural/historical implications, and development as an art form. Concentration is then focused on the emergence of the 20th century modern and post-modern dance via such innovators as Duncan, Graham, Humphrey, Limón, Cunningham, Nikolais, Louis, Halprin, Pilobolus, Monk, Tharp. Viewing of film and live performance aids in delving into the critic's world as both an historical study and a means to develop the ability to make aesthetic judgments about dance. The course will be offered every other fall term in even years. Ms. Chaplin

TH 360 Advanced Dance Fall, Spring

Daily work in modern dance at an advanced level of technique and choreography. Challenging technical demands work towards refining the body as a finely tuned expressive instrument. Improvisation continues to be used to serve choreographic ends focusing on style, group forms, and more sophisticated use of music and theatrical elements. Substantial choreographing and performance of faculty and student work is expected. Criticism of class, film, and professional work help in developing a critical eye and the emergence of a personal philosophy and dance aesthetic which is formally articulated. (TH 260 and 261.) Staff

TH 361 Advanced Dance Fall, Spring

Continuation of TH 360. (TH 360 or permission.) Staff

[TH 370 Choreography]

FILM STUDY COURSES

***TH 117 Film Form and Film Sense** Fall, Spring

The study of cinema as an examination of the central questions with which it is concerned: What is cinema? What is the nature of the cinematic experience? How is the nature of cinematic meaning informed by formal properties within the medium? How is cinema informed by issues of politics, society, technology, economics, means of production? Films are screened each week. Lecture, discussions. Readings and research papers required. (Open to freshmen, sophomores and juniors only.)

Mr. Perry, Mr. Carney

[TH 207 Non-Fiction Film]

TH 217 Independent and Personal Cinema Spring

In the past twenty years or so, and since the availability of relatively inexpensive and portable filmmaking equipment, a number of maverick American filmmakers have broken away from the Hollywood establishment to write, direct, and finance their own personal films. The "wild home movies" that have resulted are refreshingly original and utterly unlike the commercial pap of Hollywood. We will study this independent tradition in American filmmaking, giving special attention to the work of Norman Mailer, John Cassavetes, Shirley Clarke, Paul Morrissey, Barbara Loden, John Korty, Elaine May, and others.

Mr. Carney

[TH 227 Cinema after WW II]

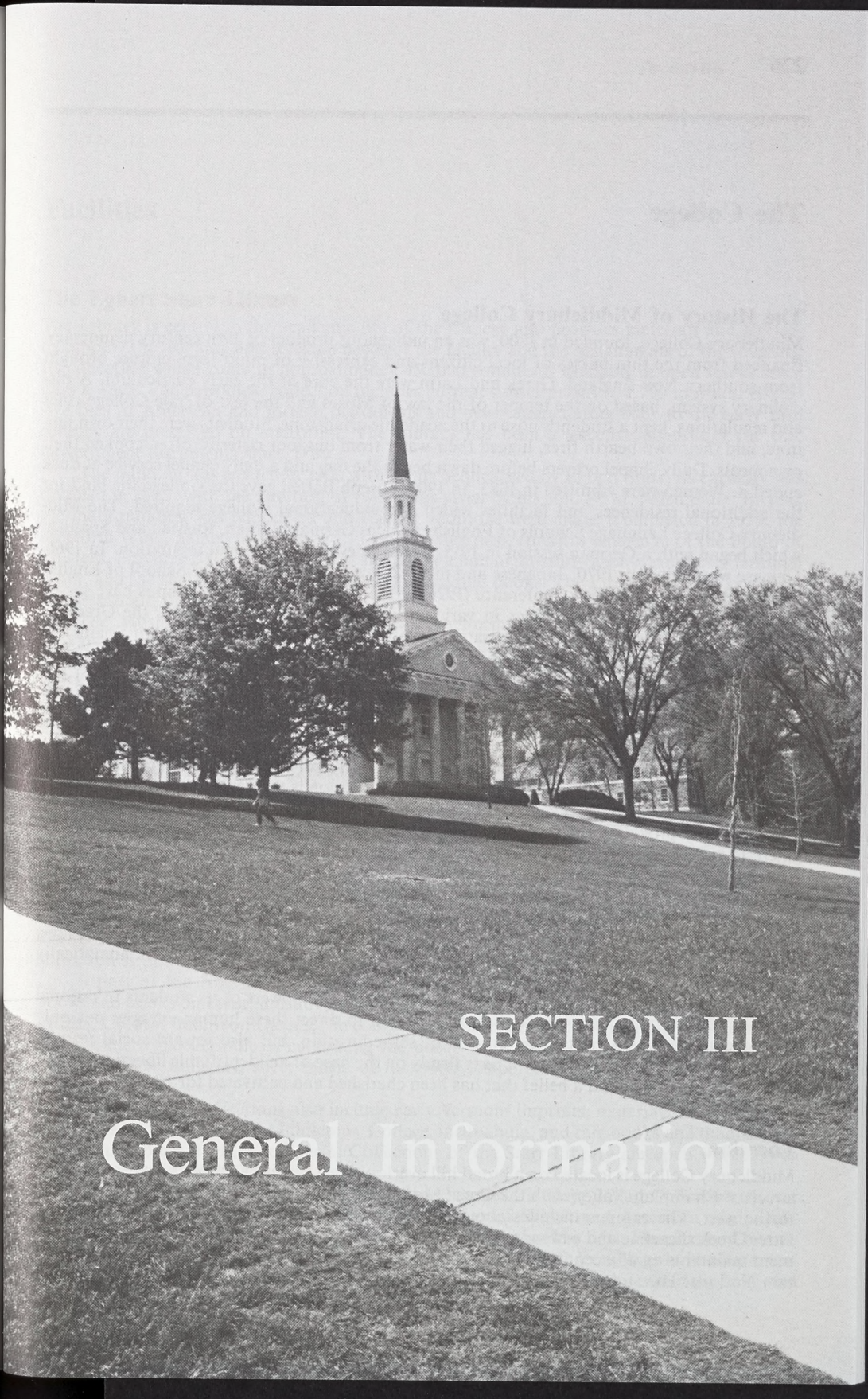
[TH 237 American Film Genres]

TH 317 Film and Modernism in the Arts Fall

The development of cinema is examined in relation to the major aesthetic movements in this century. Expressionism, constructivism, futurism, surrealism, dadaism, cubism, and other theoretical movements are shown to have an influence upon film theory and filmmaking. Readings, screenings, oral reports and research papers. (AR 102 and TH 117 (or FL 252), or the permission of the instructor.) Mr. Perry

[TH 327 Films of M. Antonioni]

*Foundations Course



SECTION III

General Information

The College

The History of Middlebury College

Middlebury College, founded in 1800, was an indigenous product of 19th century democracy, financed from the thin purses of local citizens and expressive of multi-form culture brought from southern New England. Greek and Latin were the core of the early curriculum. A disciplinary system, based on the temper of the law of Moses and the text of Yale College rules and regulations, kept a student's nose to the academic grindstone. Students were their own janitors, laid their own hearth fires, lugged their water from outdoor cisterns, often cooked their own meals. Daily chapel prayers before dawn began the day and a daily chapel service at dusk ended it. Women were admitted in 1883. In 1909, Joseph Battell gave the College the land for the additional residences and facilities which a co-educational College required. The Middlebury College Language Schools of English, French, German, Italian, Russian and Spanish, which began with a German session in 1915, have achieved international reputation. In 1966, Chinese was added, in 1970, Japanese and in 1982 Arabic. The Bread Loaf School of English and the Bread Loaf Writers' Conference (1926) at the College's mountain campus have served as models for similar undertakings in various parts of the country. In 1949, the Graduate School of French in Paris was inaugurated, followed by the Graduate Schools of Spanish in Madrid, German in Mainz and Italian in Florence. In 1977 Middlebury established a program at the Pushkin Institute in Moscow and in the summer of 1978 the Bread Loaf School of English began a graduate program in literature at Lincoln College, Oxford.

Educational Purpose

Middlebury College believes in the importance of the liberal arts and the liberal sciences. It believes that the central purpose of undergraduate education is the development of the human mind as broadly and as deeply as possible. The most compelling argument for the liberal arts is that besides providing the pleasure of doing something well, they enlarge the intellect and interests and bring an awareness of the concerns and problems of the rest of the community. The College aims to prepare its 1900 students through study of the humanities and languages, and through the disciplines of the social and natural sciences, to respond intelligently to an ever-changing social, political and scientific world. In this liberal environment the student comes to an awareness of his cultural heritage, the relation of his special field to his heritage, an understanding of the physical world in which he lives and an ability to think analytically and critically.

Middlebury College hopes to unlock the capacities and powers of its students in rational thinking, curiosity, imagination and sensitivity, and to direct these human energies not only toward education as a continuing process of self-education, but also toward social responsibility and leadership. This concept rests firmly on the base of an identifiable liberal tradition, a rational philosophy and a belief that has been cherished and cultivated for 184 years at Middlebury.

Location

Middlebury College is located on a broad hill overlooking a typical Vermont village and a wide sweep of Champlain Valley, with the Green Mountains visible to the east and the Adirondacks to the west. The campus includes about 1200 acres for buildings, athletic grounds and the Otter Creek shoreline and a mountain campus ten miles to the east. The United States Government maintains an adjacent area, formerly owned by the College, as part of the Green Mountain National Forest.

Facilities

The Egbert Starr Library

The Library is central to the academic life of the College and provides materials and services to support the teaching and research needs of the faculty and the assignments of the students. Its collection which contains approximately 450,000 volumes is available in open stacks seven days a week. The periodical collection includes current subscriptions to 1,700 journals. Extensive files of American and foreign periodicals and newspapers dating back to the early 18th century are preserved on microfilm. The Library has been a selective depository for U.S. Government documents since 1884.

The building was erected in 1900 with funds bequeathed by Egbert Starr; its capacity was doubled in 1925, with the addition of two wings given by his son, D. M. Allen Starr. In 1962 the main building was remodeled and further additions were made. Completed in 1979, the Meredith Wing, named in honor of L. Douglas Meredith, emeritus chairman of the Board of Trustees, provides 200 additional seats, including a late night study area, a computer terminal room, and the shelving capacity for 200,000 additional books. The Library can seat one-third of the student body.

The Music Library, located in Johnson Memorial Building, contains approximately 15,000 items comprising music reference works, recordings and scores, and provides facilities for listening and study. Books and periodicals relating to the sciences are housed in the library space in the Science Center Library. The Davison Library at the Bread Loaf Campus provides a general collection and reserve reading material for courses held at the campus during the summer.

Middlebury cooperates with other libraries through a teletype network; is a member of the New England Library Information Network (NELINET), a system devoted to computer-assisted bibliographic services; is an associate member of the Center for Research Libraries (Chicago); and offers data-base searching using both Bibliographic Retrieval Services (BRS) and Lockheed Dialog.

The Abernethy Library, a special collection of American Literature, is built around the nucleus of books and manuscripts bequeathed in 1923 by Dr. Julian W. Abernethy. It now contains over 12,000 volumes, chiefly in first edition, many of them rare, and about 1,200 manuscripts. Especially strong are the materials relating to Thoreau, Emerson and William Carlos Williams. Frank D. Abernethy, brother of the first donor, furnished a room where the collection is housed and where it is available to all students, faculty and qualified visitors.

A part of the Abernethy Library, the Robert Frost Room has 300 volumes of Frost's books and books on Frost, most of them autographed. In addition, chiefly through the efforts of Mrs. Corinne Tennyson Davids, the collection includes about 2,800 items of such Frostiana as pamphlets and periodicals containing the poet's work, book reviews, news items, photographs, college bulletins, sheet music of his poetry, tape and disc recordings and original manuscripts.

Special library collections also include early Vermont imprints, materials relating to Vermont, to Middlebury and to Middlebury College, incunabula, and rare books and manuscripts in various subject fields. The Special Collections of the Starr Library are open weekdays to all interested and qualified users.

A collection unique in its field is the Helen Hartness Flanders Ballad Collection of over 5,000 recorded items, including ballads and folk songs of British and American origin, religious songs, fiddle tunes and call-sets collected in New England by Mrs. Flanders and her assistants between 1930 and 1959. Approximately 1,600 mechanical recordings have been transferred to nearly 100 reel-to-reel tapes by the Library of Congress Archive of Folk Song and

are available for listening. The Flanders Collection also contains rare books, broadsides, chapbooks, manuscripts, books on folklore and folk song, American and British regional folk song collections and current journals in the fields of folklore and folk song.

Computer Facility

The college provides open access computing to all students and faculty by means of a Digital Equipment Corporation VAX 11/785 running the VMS timesharing operating system together with a number of Digital Rainbow 100 microcomputers. Terminals are available in a variety of areas on campus including the Voter Hall Computer Center, the Science Center, the Library, Warner Science, Munroe Hall, and several dormitories. Languages supported include VAX BASIC, Pascal, FORTRAN 77, VAX-11 Assembly Language, LISP and C. There is also graphics support as well as a data link to a laboratory based PDP 11/03, located in the Science Center.

All students are encouraged to use the computer both for their regular course work and for their own projects. The system is used for statistical analysis, for simulation, for computation and for text preparation. Introductory computer courses are offered on a regular basis in both BASIC and PASCAL. Interested students can elect a Computer Concentration which covers the core curriculum recommended by the Committee on Curriculum in Computer Science of the Association of Computing Machinery. In addition there is ample opportunity for students to pursue advanced topics as part of independent projects and as employees of the Computer Center.

Buildings

Atwater and **Davis Houses** (1975), a pair of wood frame dormitories of hyperbolic paraboloid design, each accommodating thirty students, are located immediately north of Cook, Freeman, and Hamlin Halls. They are named for the first two presidents of the College.

Adirondack House (1909) houses faculty offices, the Career Counseling and Placement Office, the office of the Chaplain and the Black Cultural Center.

Administration Building (1836). The Old Chapel, built of grey limestone and for years used as the chief recitation hall, was remodeled in 1941. Here are located the Old Chapel Room and the offices of the President, Vice Presidents, the Treasurer, and Deans, the Comptroller, other administrative offices and two seminar rooms assigned to general academic use.

Allen Hall (1963) is constructed of slate from Fair Haven, the home of many years of Cecile Child Allen, '01, in whose memory it is named. It houses seventy students.

Battell Halls (1950 and 1955) are located on the approach to the Chateau and east of Pearsons Hall. They are constructed of grey limestone and house two hundred and fifty students. Their name honors the memory of Colonel Joseph Battell.

Bread Loaf Campus. Located twelve miles to the east of the Town of Middlebury, this extensive tract of land and group of buildings, comprised of an inn and surrounding cottages, was willed to the College in 1915 by Colonel Joseph Battell; and has since been augmented by the construction of a library, little theatre, and other housing accommodations, and by the addition in 1977 by gift from Mrs. William H. Upson '15 and the estate of Mr. Upson of Earthworm Manor and its adjoining 180 acres of evergreen trees, and by a further gift of an anonymous donor, making possible acquisition of the Homer Noble Farm and the cabin where Robert Frost did most of his writing. Here also is located the Carroll & Jane Rikert Ski Touring Center.

Carr Hall (1951), located on College Street east of Forest Hall, is a two-story limestone building constructed in memory of Reid Langdon Carr '01, a former Trustee. Used for the Fine Arts for nearly twenty years, it was converted in 1968 to use as an infirmary, which was named the Parton Health Center in 1978 in memory of George F. Parton, Jr., M.D., the College's first Medical Director.

The Chateau (1925). Middlebury College was a pioneer in the plan of the separate language house, where the residents use the foreign language exclusively while in the building. The Chateau is one of the oldest and still the largest "maison francaise" in the United States. Its architecture was inspired by the Pavillon Henri IV of the palace of Fontainebleau. The

Chateau contains a larger salon and a Salon Louis XVI with authentic panels from the Hotel Crillon in Paris and furnishings of the period, a library, classrooms, offices, a dining room and rooms for forty-eight students.

Cook Society (1970), named after Reginald C. "Doc" Cook '24, Litt. D. '60, one of Middlebury's most distinguished faculty members who served on the faculty for forty years and as Director of the Bread Loaf School of English from 1946 to 1964. The Cook Society is one of three student society buildings which bring together the academic, dining and social programs of the College.

Charles A. Dana Auditorium completed in September 1965; and renovated in June 1981, is named in honor of the late Mr. Dana, benefactor of the College. A 270-place auditorium equipped with 16mm and 35mm motion picture projection equipment, the facility functions as a part of the Sunderland Language Center and is used by the whole College for concerts, lectures, films and other academic and cultural events.

The Deanery. The acquisition and restoration of this brick building adjoining the campus, built about the time of the founding of the College, was made possible in 1966 by the gifts of an anonymous donor interested in restoring and preserving outstanding specimens of early American architecture. The Deanery is a guest house for visitors to the campus.

Forest Hall (1936) is a dormitory constructed of grey limestone and containing sixty-three suites, attractive reception rooms and offices for Development and Alumni Operations. It was built with funds derived from the sale of a large acreage of mountain forest to the Federal Government.

Freeman Society (1970) is named after Stephen A. Freeman, Litt. D. '66 a faculty member and member of the Middlebury staff for over forty-five years, Director of the Summer Language Schools from 1946 to 1970, and Vice President from 1943 to 1963. The Freeman Society is one of three student societies which bring together the academic, dining, and social programs of the College, and in addition has a snack bar and game room serving the entire campus.

Robert Frost Memorial. The cabin and other buildings which Mr. Frost used as his summer home in Ripton, adjoining the Bread Loaf Campus and known as the Homer Noble Farm, were acquired by the College in 1966 through the gift of a generous benefactor.

Gifford Hall (1940), a five-story grey limestone dormitory overlooking the campus and housing one hundred and fifty-eight students, was the memorial gift of the late Mrs. James M. Gifford, widow of a long-time Trustee of the College.

Hadley Hall (1969) is named after Egbert C. Hadley '10 LL.D. '68 who served on the Board of Trustees for over thirty years, twenty-four as Chairman of the Board, and who traced back a virtually continuous line of Trustees associated with his family from Thomas Abbott Merrill who joined the Board in 1806 after being a tutor at the College in 1804-05 through Peter Starr (member of the Board 1819-1860), Charles J. Starr (member of the Board 1855-1893), and M. Allen Starr (member of the Board 1898-1932). Hadley Hall is a residence for one hundred and thirty-two students located on a high ridge beyond Pearsons with magnificent views of the Adirondacks and the Green Mountains.

Hamlin Society (1970) is named after Cyrus Hamlin, President of the College from 1880 to 1885 and under whose administration women were first admitted to Middlebury. The Hamlin Society is one of three student societies that bring together the academic, dining, and social programs of the College.

Hepburn Hall (1916), the gift of A. Barton Hepburn 1871, is a five-story dormitory for one hundred and thirty-nine students, constructed of grey brick on one of the highest points of the campus. It was completely renovated and remodeled in 1958-59.

Christian A. Johnson Memorial Building (1968). The gift of the Christian A. Johnson Endeavor Foundation, presented by Mrs. Johnson in memory of her husband, expresses in its handsome and generous architecture Middlebury's deep commitment to the programs in Art and Music which are located in the building. A large recital hall, the Johnson Gallery for exhibits of art, studios for painting, design, graphics and sculpture, practice rooms for instrument and voice as well as a library and classroom facilities ring the great three-story exhibition hall. The building is located on the site of the former music studios south of Wright Memorial Theatre.

Kelly Hall (1971), a residence hall for seventy-seven students, located on the western edge of the campus and commanding a superb view of both the Adirondacks and the Green Mountains, is joined to Lang Hall by connecting common rooms. Kelly Hall is named after Elizabeth Baker Kelly, L.H.D. '70, who served the College from 1946 to her retirement in 1970 — most of that time as Dean of Women.

The John and Barbara Kirk Alumni House Conference Center (1979), named for John '39 and Barbara Turkington Kirk '41, is situated at the edge of the College's Ralph Myhre Golf Course, overlooking the Green Mountains. This remarkably versatile and comfortable building serves Middlebury alumni, as well as providing a focal point for the College's expanding emphasis on conferences and seminars.

Lang Hall (1971) is named after Fred P. Lang '17, LL.D. '71, Trustee of Middlebury College from 1940 until his death in 1975. "Ted" Lang served his alma mater in roles ranging from football lineman to Treasurer over a span of fifty years. Lang Hall accommodates sixty-one students.

Mead Memorial Chapel (1916). This colonial white marble structure of the New England meeting house type, the gift of John A. Mead 1864, stands on the highest eminence of the campus, and the light which shines nightly from its spire is a county landmark. Across its facade are chiseled the words "The Strength of the Hills Is His Also." The chancel has accommodations for a vested student choir and contains a pipe organ. In the tower is a carillon of eleven bells which are played daily by a student while the College is in session. The small Sunderland Memorial Chapel is used for private devotion and special services.

Milliken Hall (1969) is named after the late Gertrude Cornish Milliken '01, Ed. D. '47 who was the first woman to serve on the Board of Trustees of the College. Located on a high ridge north of Pearsons Hall with a commanding view along the Champlain Valley, it is a residence for one hundred and eleven students.

Munroe Hall (1941). Many departments have their classrooms and offices in Munroe Hall, the gift of the late Charles A. Munroe '96, a former Trustee. The exterior of grey limestone and marble trim conforms with the general colonial architecture of the older buildings.

The Observatory (1937) has a revolving dome and a mounted machine-driven Newtonian type 12-inch reflecting telescope, which maintains an unobstructed view of the skies.

Painter Hall (1815) is the oldest college building in Vermont and a fine example of sturdy New England architecture. It bears the name of a founder and first benefactor of the College. Completely remodeled in 1936, it is a dormitory housing sixty-five students.

Pearsons Hall (1911), a marble building of colonial design which commands a view of both the Adirondacks and the Green Mountains, is a dormitory for seventy students.

Porter Medical Center (1925) is a fully accredited hospital with a beautiful view of the Green Mountains, the gift of William H. Porter to the College, for use by the College and the residents of Addison County. The original buildings have been completely renovated and a substantial wing has been added. The Medical Center has a 45 bed capacity, modern equipment, graduate nurses always on duty, resident surgeons, and the College Medical Director and others on call.

Redfield Proctor Hall (1960) is named in honor of the late Governor Redfield Proctor, Trustee and benefactor of the College, is the Student Center. It contains student lounges and offices, the College Store, the College Radio Station, Directors of Student Activities and of Food Service, two dining rooms and the Crest Room, a snack bar.

Ross Lounge, connecting Hadley and Milliken Halls, is named in honor of the late Eleanor S. Ross '95, Dean of Women from 1916 to 1944.

Science Center (1968). Located on the lower campus below Warner Hall, the Science Center houses the departments of Chemistry, Biology, Geology and Physics and the Science Library.

The Service Building and Heating Plant. Originally constructed in 1912, the Heating Plant has been increased in capacity and burns coal, oil and wood chips to generate steam for distribution to all main campus buildings. The steam is also used to co-generate electricity. The Service Building has quarters for administrative and shop operations. The offices of Director of Operations, Business Manager, and the departments of Personnel, Purchasing and Buildings and Grounds are located here.

Starr Hall (1861) was erected to complete "Old Stone Row" – Painter, Old Chapel and Starr – and was rebuilt four years later after a fire. It was completely remodeled in 1946 and is a dormitory housing sixty-eight students.

Starr Library (1900), including also the Meredith Wing, the Abernethy Library and other collections, is described on page 227.

Neil Starr Shelter (1963) is described on page 232.

Starrfields. A gift of Egbert C. Hadley, '10, LL.D. '68 and Marjorie F. Hadley, this 46-acre property, adjoining the Ralph Myhre Golf Course of Middlebury College serves as a guest house for visitors to the campus.

Stewart Hall (1956) is a modern dormitory of Vermont limestone containing accommodations for one hundred and fifty-two students in double rooms and an apartment for a resident. Located on the upper campus south of Hepburn Hall, it enjoys views of both the Green Mountains and the Adirondacks. It is named in recognition of the Stewart family's long history of service to Middlebury College.

Sunderland Language Center (1965), named in honor of the late Edwin S.S. Sunderland '11, Trustee and benefactor of the College, is the headquarters with offices of the Foreign Language Division and the Language Schools. Its modern audio-visual classrooms and the Freeman Laboratory comprising recording and transmission studios, connecting with sixty-one library-type cubicles equipped with devices for individual language study, make this the finest Language Center in the country.

Voter Hall (1913) is named after the late Perley C. Voter for many years Professor of Chemistry at the College. Voter Hall, after extensive reconstruction in 1970, serves as a residence hall for fifty-eight students, with the College's Computer Center on the ground level.

Warner Science Hall (1901) houses the lecture rooms, laboratories, and offices for Psychology, Geography and Mathematics. It was built through the benefactions of Ezra J. Warner, 1861, as a memorial to his father, once a Trustee of the College, and completely renovated in 1977. A greenhouse has been added to the equipment for the courses in botany.

The Emma Willard House (acquired in 1959), where Emma Hart Willard established her Female Seminary in 1814, is occupied by the offices of the Directors of Admissions and Financial Aid.

Wright Memorial Theatre (1958) includes a 400-seat proscenium theatre, a computerized lighting system, a scene shop, dressing rooms, green room, classrooms and offices. The building is named to honor Charles Baker Wright, Professor of Rhetoric and English Literature at Middlebury from 1885 to 1920.

Athletic Facilities

The World War II Memorial Field House, erected in 1949 and extensively renovated and enhanced in 1982, is a building 400 feet by 120 feet, located on South Main Street. Adjacent are Paris Fletcher Field House and Porter Field, Wilson Field, and the Fred D. Lang Memorial Field. **The Arthur D. Pepin '47 Gymnasium** accommodates basketball courts, dances, badminton and volleyball courts, while the remainder of the building houses an artificial ice rink, tennis courts, offices for members of the departments of Physical Education and Athletics, and shower and locker rooms for men and women students. Immediately adjoining are three outdoor platform tennis courts.

Paris Fletcher Field House (1974) is connected with the Memorial Field House and provides an unbroken span of 42,250 square feet of playing and exercise space. It is named in honor of Paris Fletcher '24, LL.D. '76, an emeritus member of the Board of Trustees. Basically a covered playing field, it serves a wide variety of coeducational uses, for physical education classes and recreational, intramural and intercollegiate sports. The building contains one racquet ball and six squash courts.

Beyond Paris Fletcher Field House is the **Ralph Myhre Golf Course of Middlebury College,** an eighteen-hole automatically irrigated course owned and operated by the College. Shower and locker rooms, a pro shop, a snack bar and lounge space are provided in the John and Barbara Kirk Alumni House Conference Center overlooking the course.

The 3.5km John "Red" Kelly '31 Trail was built around the course in 1976. It is lighted

in the winter for night cross-country skiing and used at other times of the year for jogging and cross-country running.

The Porter Athletic Field area of about eighty acres contains a quarter-mile cinder track, a baseball diamond, the football field, bleachers and playing and practice fields for both men's and women's teams. The Fred Davis Lang Memorial Field, situated east of the Memorial Field House, consists of approximately four acres of playing fields available only for intramural sports. The Wilson Field, given by the late Colonel Joseph A. Wilson '16, is used primarily for soccer and lacrosse contests. In 1981 four new fields south of Fletcher Field House were added to the complement of practice and playing fields. Sixteen outdoor tennis courts are located on the main campus and three at Bread Loaf.

The mountain campus includes the **Middlebury College Snow Bowl** containing a 4200-foot double chair lift, an 1800-foot double chair lift, two Poma ski lifts, fourteen slalom and downhill trails and slopes. The 3200-foot Poma lift was the first installed by any college in the country. The **Neil Starr Shelter,** which serves as a base building, contains first aid and food service facilities and a library reading room. Its glass-walled main floor, balcony and terrace afford a magnificent view of the lifts, slopes and jumps. Cross-country ski trails connect the Snow Bowl with the Bread Loaf Campus, where the **Carroll and Jane Rikert Ski Touring Center** is located with 50 kilometers of cross-country ski trails including a 15-kilometer racing trail.

McCullough Gymnasium (1912) contains facilities for squash and handball, dance, and other indoor activities. Offices, lecture room and locker rooms are included.

The Arthur M. Brown Swimming Pool (1963), meeting N.C.A.A. competition requirements, is for the use of the entire College. It was added to the McCullough Gymnasium through the generosity of Mr. and Mrs. John Kruesi and a bequest of Malcolm T. Anderson '25, and is named for Arthur M. Brown, Director of Athletics from 1918 to 1956.

Expenses and Financial Assistance

Expenses

A fairly accurate estimate of the cost of a year at Middlebury may be made from the following list of standard charges for 1984-85:

Comprehensive Fee	$12,600
Student Activities Fee	60
Sickness Insurance	58

It is estimated that for the average student additional personal expenses including books and supplies amount to $960. Travel expenses must also be considered.

It is the College policy to meet the full demonstrated financial aid need of as many students as resources will permit. The Office of Financial Aid advises students on the procedure for applying for financial aid. The Student Employment Coordinator will assist students in finding remunerative jobs both on and off campus.

The Comprehensive Fee includes tuition, room, board, health services and certain fees in respect to special obligations of the College. Credits for students excused by the Dean of Students from residing or eating in college facilities will be $750 room and $850 board.

The Comprehensive Fee covers the entire academic year and, if possible, parents are encouraged to pay it **in August.** As one of several installment arrangements available, the Fee may be billed in halves, the first **due August 15,** and the second **January 15.** A charge may be made for late payment. The applicable portion of matriculation and re-enrollment deposits, financial aid grants, and student loans that have been awarded and accepted, and

of any payments received in advance from such sources as Insured Tuition Payment Plan appear as credits on term bills; as do the aforementioned credits for those not residing or taking their meals in College facilities.

For graduate and special students, tuition is charged at the single course rate of $1100. For students doing work in practical or applied music, the established fee for private instruction will normally be assessed. An administrative fee of $100 will apply to each 555 Course which the Administration Committee approves.

The Comprehensive Fee includes a provision for the fixed expenses of the Student Societies. For Federal Income Tax purposes $73 may be included as medical expense when deductions are itemized. This portion of the Comprehensive Fee provides for various health services including enrollment in a nine-month accident insurance plan. The Comprehensive Fee also includes the $42 Student Center Fee.

Each matriculating student is issued an identification card intended to serve for his entire undergraduate course. When, on authorization of the Dean of Students, a lost identification card is replaced, a charge of $5 is made.

A rebate of $26 per week may be allowed for absence from dining halls for two consecutive weeks or longer up to a maximum of $213 per semester when prior notice of such absence is given to and approved by the Dean of Students, subject to proration if the student is receiving any federal financial aid as set forth in detail in the fourth paragraph below.

No refund of fees is made in the case of dismissal. In other cases of absence or withdrawal, refunds may be considered in accordance with the policy below. A student who withdraws voluntarily from College after classes begin is refunded for board only at $13 per week.

Students who withdraw for medical reasons or serious emergencies shall forfeit the enrollment deposit of $200 but may receive refunds as follows:

1st week of term ..... 80% of additional charges
2nd 60%
3rd 40%
4th 20%

Applications for refund should be submitted to the Dean of Students and to the extent granted will be remitted by check from the Comptroller to the person who paid the charges to which the refund is applicable (the person financially responsible).

To the extent any refund authorized represents in whole or in part the proceeds of any federal financial aid (Pell Grant, Guaranteed Student Loan, Supplemental Educational Opportunity Grant, Parent Loans for Undergraduate Students, Auxiliary Loan to Assist Students, etc.) the amount of the refund to be returned to each of these programs, as well as to the person financially responsible, will be based on the applicable federal refund formula. The applicable portions of such refunds will be returned directly to the sources from which the funds were originally received (e.g., the the person financially responsible, the bank, the federal government, etc.) and the borrower will be given written notification of any amounts so returned to the bank on his loan.

A fee of $150 is charged students who repeat the General Examination or who resubmit their thesis and who are not enrolled in the College.

Entering students pay $200 when notifying the Admissions Department of their intent to matriculate. This deposit will be applied to the charges of the first term and is not refundable. Returning students pay a re-enrollment deposit of $200 in the Spring to be applied to the charges of the succeeding term and to be forfeited if the student fails by June 15 to notify the Dean of his intention not to return for the succeeding term.

Students may not receive grades, nor expect honorable dismissal until all financial accounts are settled.

The right is reserved to change quoted charges if necessary. The College assumes no responsibility for loss of student property through fire, theft, or disappearance.

The College issues a transcript of record on request to students wishing to transfer or to secure a statement of their course credits for any other purpose. One copy of the college record is furnished free. A fee of two dollars is charged for a duplicate of the transcript. To students who are financially indebted to the College, or to those who have not surrendered Identifica-

tion Cards on leaving college, no transcript will be issued until satisfactory arrangements have been made with the Comptroller. No fee is charged for transcripts submitted to any branch of the Armed Services.

Financial Aid

The aim of the College's financial aid program is to enable qualified students to attend Middlebury regardless of the family's financial resources. In the past three years, no student who showed need has been denied assistance, and students should not hesitate to apply for aid if they feel they will need help. Students apply for financial aid for each year they attend Middlebury. Generally speaking, eligible students may receive aid for four years (or its equivalent) at Middlebury or at a Middlebury approved program.

Middlebury uses the services of the College Scholarship Service, an organization that collects and analyzes family financial data in a uniform way. Coupled with information from parents' tax returns and other explanatory materials the family may submit, the Director and the Office of Financial Aid staff arrive at a determination of a student's need.

Prospective freshmen should file the Financial Aid Form (FAF), Side I and Side II, with the College Scholarship Service by February 1. These forms are readily available at most high school guidance offices or can be obtained from the Middlebury Office of Financial Aid. Applicants should also send a complete copy (all pages) of their parents' federal income tax return for the year preceding the academic year for which they are applying. Students seeking entrance under the Early Decision plan should request special instructions concerning financial aid at the time they make their application for admission.

Upperclass students who are applying or re-applying for aid may obtain the Financial Aid Form (FAF) and a Middlebury Application for Financial Aid from the Office of Financial Aid; both should be filed by March 1. Together with the complete copy of the tax return, these forms give the basic documentation of a family's financial strength.

In addition to the substantial grant funds generated from the College's own endowments and from alumni gifts, Middlebury has funds available from the National Direct Student Loan, College Work-Study and Supplemental Educational Opportunity Grant programs. Eligibility for these funds is determined by federal regulation and the Office of Financial Aid. All students are expected, as a matter of routine, to apply for the Pell Grant and to their State Grant Program if they expect to be considered for grant assistance from Middlebury. Another source of financial aid, State Guaranteed Student Loans, is processed by the Office of Financial Aid. Aid packages are typically a combination of grants, loans and work.

In addition to what is expected from a student's parents, there is the assumption that students will take on responsibility for their education in two distinct but complementary ways: Each student is asked to contribute from his or her summer earnings, savings and any other personal resources at his or her disposal; a student must also meet a self-help requirement during the academic year. The net summer earnings expectation for 1984–85 is $950 for entering freshmen and $1,050 for all other students; the self-help requirement is $2,800.

Generally the self-help requirement is met through a combination of loan and employment during the academic year. The staff in the Office of Financial Aid can help advise students about options that range from the possibility of earning more than the usual summer expectation to an on-campus job to borrowing to meet the full self-help requirement. While the College's resources are not unlimited, we make every reasonable effort to see that jobs are available for students who wish to work during the academic year; for those few who may not borrow under the federal loan programs, we also have a limited amount of loan funds to assist them.

College grants and scholarships are credited directly to a student's bill; Pell and state grants for which a student is eligible are credited as the funds are certified as available (Pell) or the check arrives from the state grant agency. Students are reminded that the College will not replace any federal or state grants that a student through negligence has failed to secure.

The more detailed brochure, the Financial Aid Guide for Undergraduates, is available through the Office of Financial Aid. It presents facts and figures on those students receiving aid at Middlebury, sample cases of "typical" financial aid applicants and also outlines the

regulations and application procedures in considerable depth. Any additional questions concerning financial aid should be addressed to the Office of Financial Aid, the Emma Willard House.

As a matter of course, the Middlebury Financial Aid Policy complies with the 1964 Civil Rights Act and Section 504, Rehabilitation Act of 1973. It does not discriminate on the basis of race, color, sex, religion, handicap or national or ethnic origin.

Scholarships

All named, endowed, and expendable scholarships are awarded on the basis of financial need. A student must be eligible to receive financial aid in order to be considered. Eligible students are selected through the Office of Financial Aid.

Named and Endowed Scholarships

The following is a list of endowed and other named scholarships at Middlebury College. Candidates for financial aid need not apply for a specific grant. By applying for financial aid, an applicant will automatically be considered for an award from the appropriate scholarships listed below or from the general scholarship fund.

The Charles A. Dana Scholarships are available to qualified sophomores, juniors, and seniors. The purpose of these scholarships is to identify and encourage students of good character with strong academic backgrounds who have given evidence of potential leadership traits during the freshman year. The scholarships range from an honorarium of $100 for those without financial need to the full need for those requiring such support. Each year approximately fifteen new Charles A. Dana Scholars are selected. These scholarships are among the highest honors which are awarded to students.

Harold E. Adams Scholarship Fund. Established in 1981 by the bequest of Harold E. Adams '17. Income to be used in support of financial aid.

Betty Jean Aitchison '45 Scholarship Fund. Established in 1975 under the will of Adam G. Aitchison in memory of his daughter, Betty Jean Aitchison '45. Income to be used to provide annual scholarships for worthy women students without regard to race, color, or creed.

The George I. Alden Trust Scholarship Fund. Established in 1982 by a challenge grant from the George I. Alden Trust. Income to be used annually for deserving juniors and seniors studying Mathematics and Science.

The Cecile Child Allen Student Aid Fund. The income to be awarded to one or more junior or senior women who need financial aid, and who are "the kind of women that Middlebury would be proud to see represent the College in the outside world."

The Alpha Chi Scholarship Fund for Women. Established in 1982 by gifts of alumni and friends of the College to commemorate the influence of women at Middlebury during the past one hundred years and especially those women who were members of Alpha Chi from 1883 through 1926. Income to be used in support of financial aid for women.

Borden and Louise Roberts Avery '39 Fund. Established in 1974 by Mr. and Mrs. Borden Avery, both of the Class of 1939, income to be used for partial tuition scholarships to promising young people from middle income families who need some aid. Students from Vermont are to have preference.

The William N. Badgley '61 Memorial Scholarship Fund. Established in 1981 by Muriel Selden Paris. Income to be used annually for scholarship aid for needy and worthy students.

The Cornelia W. Bailey Fund. Established in 1929 under her will for students of the Protestant faith, residing in Vermont.

The Baldwin Fund. Received in 1871 from the estate of John C. Baldwin, Esq., of Orange, N.J., for men.

The Frieda Derdeyn Bambas Scholarship. Established in 1982. Income to be awarded annually to a deserving student of the French School who shows exceptional ability and interest in French.

The Cesare Barbieri Endowment Fund.

The Joseph Battell Scholarships. $100 awards annually, for worthy young women of Addison County.

The Ludwig C. Baumann '53 Memorial Scholarship Fund. Established in 1976 by the gifts of Ludwig E. and Elizabeth P. Bauman in memory of Major Ludwig C. Baumann, USAF, lost in the service of his country in Vietnam on January 30, 1969.

Carmella J. Belmont Scholarship Fund. Established in 1983 in memory of Carmella J. Belmont by her daughter, Loretta R. Godfrey-Belmont. Income to be used to provide financial aid to a worthy entering female student for her four years at Middlebury College.

Lorenzo P. Belmont Scholarship Fund. Established in 1983 in memory of Lorenzo P. Belmont by gift of his daughter, Loretta R. Godfrey-Belmont. Income to provide financial aid to a worthy entering male student for his four years at Middlebury College.

Loretta R. Godfrey-Belmont Scholarship Fund. Established in 1983 in memory of her husband. The income to be used for financial aid for a worthy recipient to be used for his/her four years at Middlebury College.

Lea Z. Binand Scholarship Fund. Established in 1956 by Mrs. Stella L. Christie. Income to be used annually for scholarship aid in the French Summer School.

Edward L. Bond Jr. Memorial Scholarship Fund. Established in 1962 in memory of Edward L. Bond Jr. '62 by his parents and friends. Income is used to aid a deserving junior or senior man possessing the qualities of campus citizenship and leadership exemplified by Ted Bond '62.

Boston Middlebury Alumni Association Scholarship Fund. Established in 1978. Income to be used for annual student aid with first preference given to Boston area residents.

The Ezra Brainerd Scholarship. Established in 1961 by gift of Ezra Brainerd, Jr., in memory of his father, Ezra Brainerd, Class of 1864, President of Middlebury from 1885-1908. Income is used to aid a deserving student, preferably one who is a resident of Vermont.

The Charles D. Brakeley Scholarship Fund. Established in 1981 by the gifts of Clark W. Hinsdale III '78 and his parents to honor "Pete" Brakeley on the occasion of his retirement as Director of Financial Aid. Annual income to be available as a discretionary fund administered by the Director of Financial Aid for emergency student aid needs.

The Bread Loaf Writers' Conference Endowment Fund. Established 1960 by the gifts of Writers' Conference attendees and friends. Income used to provide fellowships, lectureships and scholarships at each year's session of The Bread Loaf Writers' Conference.

Margaret T. Bridgman Memorial Fund. Established in 1974 by her husband and friends. Income to be used for student aid at the Bread Loaf Writers' Conference.

The Elbert S. and Anna H. Brigham Scholarship Fund. Established in 1953. Income to be used for scholarship awards to deserving men or women students who are residents of the State of Vermont. Tenable for four consecutive years.

Walter E. Brooker '37 and Barbara Carrick Brooker '40 Scholarship Fund. Established in 1981 by gifts of members of the Board of Trustees of Middlebury College in recognition of more than twenty-five years of service, dedication and commitment to the goals and ideals of Middlebury College.

Jane Tinkham Broughton Fellowship Fund. Established in 1981 by the gift of William G. Broughton. Annual income to be used to support The Jane Tinkham Broughton Fellowship in Writing for Children at the Bread Loaf Writers' Conference.

Russell D. Brown '29 Memorial Scholarship Fund. Established in 1976 by bequest of Russell D. Brown '29. Income to be used for scholarship aid.

Gladys M. Caldwell '28 Scholarship Fund. Established in 1983 by the Arthur H. Connor Trust for a financially deserving native born female citizen of the USA.

The Canadian Honors Scholarship Fund. Established in 1980 as an expression of thanks to the Canadian people for the courageous and neighborly action of the Canadian Embassy in behalf of the six Americans brought out of Iran. Income to be used to assist Canadian citizens studying at Middlebury College and at its Bread Loaf School of English, at its Summer Language Schools or at Middlebury degree programs at Florence, Madrid, Moscow, Oxford and Paris.

Salvatore J. Castiglione Scholarship Fund. Established in 1972 by Italian School Alumni. Income to be used annually for scholarship awards to worthy students in the Italian Schools.

Juan A. Centeno Memorial Fund. Established in 1949 by students of the Spanish School. The income is used to provide a scholarship for a worthy student in the Spanish School.

Stella Christie Scholarship Fund. Established in 1945 by Mrs. Perla P. Conover, the income to be awarded as scholarship aid to deserving students in the French Summer School.

The Charitable Society Fund. Established in 1832, for men.

Class of 1918 Scholarship Fund. Established in 1978 by gifts of the Class at the time of the 60th Reunion. Annual income to be used for a Class of 1918 Scholarship award to a deserving and needy student.

Class of 1927 Scholarship Fund. Established by the class of 1927 at the time of their 55th reunion in honor of Coach Arthur M. Brown. Income to be used in support of financial aid.

Class of 1930 Scholarship Fund. Established in 1976 at the 50th class reunion. Income to be used in support of financial aid.

Class of 1937 Fund. Established in 1962 by the Class of 1937 at its 25th Reunion. Annual income designated for scholarships at the 40th class reunion in 1977.

Class of 1947 Memorial Scholarship Fund. Established in 1978 at the 30th class reunion. Income to be used in support of financial aid with preference given to students from middle income families.

Class of 1948 Scholarship Fund. Established in 1978 at the 30th class reunion. Income to be used in support of financial aid.

Class of 1949 Scholarship Fund. Established in 1979 at the 30th class reunion. Income to be used in support of financial aid.

Class of 1950 Scholarship Fund. Established in 1980 at the 30th class reunion. Income to be used in support of financial aid.

Class of 1951 Fund. This Fund was established in 1976 at the 25th class reunion. Income to be used in support of financial aid with preference given to sons and daughters of alumni from middle-income backgrounds.

Class of 1952 Scholarship Fund. Established in 1977 at the 25th class reunion, income to be used in support of financial aid with preference given to students from middle-income families.

Class of 1953 Scholarship Fund. Established in 1978 at the 25th class reunion. Income to be used in support of financial aid with preference given to qualified descendants of members of the class.

Class of 1955 Scholarship Fund. Established in 1980 at the 25th class reunion. Income to be used in support of financial aid.

Class of 1956 Scholarship Fund. Established in 1981 at the 25th class reunion. Income to be used in support of financial aid.

Class of 1963 Scholarship Fund. Established in 1978 at the time of the 15th class reunion. Income to be used in support of financial aid.

Class of 1982 Scholarship Fund. Established in 1982 at the time of graduation. Income to be used in support of financial aid.

Class of 1983 Scholarship Fund. Established in 1983 at the time of graduation. Annual income and augmenting gifts to be added to the principal until the total endowment is $10,000. At that time, the annual income is to be awarded to a student in need of financial assistance.

The Chester H. Clemens '33 Memorial Scholarship Fund. Established in 1973 by gifts of family, classmates and friends in memory of Chester H. Clemens '33. Income to be used annually for scholarship awards to worthy young men and women.

The Chester H. Clemens '33 and Eleanor B. Clemens '32 Fund. Established in 1971 by the late Chester H. Clemens '33. Subject to reservation of life income.

Winifred Coffin and Beatrice Taft Scholarship Fund. Established in 1969 by the bequest of Miss Beatrice K. Taft of the Class of 1900 in her name and that of her twin sister, Mrs. Winifred Taft Coffin of the Class of 1900. Income to be awarded to a deserving girl from New Hampshire.

Almy D. Coggeshall '40 Scholarship Fund. Established in 1974 by Almy D. Coggeshall '40.

Colby Fund. Established in 1970 by the bequest of Mabel Colby. Income to be used for deserving and needy students from the towns of Lincoln, Sudbury, Orwell and Bristol, Vermont. The student selected for this aid shall be chosen from the towns in the foregoing order.

Jesse Connor Scholarship Fund. Established in 1983 by the Arthur H. Connor Trust for a financially deserving native born male citizen of the USA.

Louise Hasbrouck Connor Scholarship Fund. Established in 1983 by the Arthur H. Connor Trust for a financially deserving native born citizen of the USA.

Reginald and Juanita Cook Scholarship Fund. Established by gifts from alumni and friends of the Bread Loaf School of English. Income to be used for scholarships at the Bread Loaf School of English.

Edward J. Cooperstein '46 Scholarship Fund. Established in 1972 by Edward Cooperstein '46. Income to be awarded annually to worthy students.

Kay Corrigan Scholarship Fund. Established in 1966 by a bequest under the will of Miss Agnes T. Danehy. Income to be used for scholarship awards to deserving women students in the College who exemplify the character of Kay Corrigan, '56.

The Ruth C. Cowles '24 Scholarship Fund. Established in 1980 by the bequest of Ruth C. Cowles '24 for scholarships for women.

The Annie L. Cox Scholarship Fund. Established for a worthy student manifesting decided ability in some line of study, preferably a student of Italian parentage.

George C. Dade '15 Memorial Scholarship Fund. Established in 1965 by the gift of Mrs. George C. Dade to provide scholarship aid for worthy young men and women.

The Charles A. Dana Scholarship Fund. See first page of scholarship listings.

John F. Darrow '37 Memorial Scholarship Fund. Established in 1982 by gifts of his widow, Genevieve Darrow, and his business associates in the paper industry. Income to be used each year for a scholarship award to an undergraduate majoring in Economics.

The Sam P. Davis '21 Fund. Established by the gifts of Sam P. Davis '21 in 1966. Income to be used in support of emergency student aid.

The Wilfred E. Davison Scholarship Fund. Established in 1936 by bequest of Frank P. Davison of Cabot, for men.

Clifford T. Day Undergraduate Scholarship Fund. Established in 1970 by the bequest of Clarence T. Day. Income to be used to assist an undergraduate male student who maintains good grades and has evidence of good character and future leadership.

The Alcide De Gasperi Scholarship Fund. Established in 1972 by the gift of Donald St. J. Sozzi, income to be used for scholarships for the Italian Summer School.

The Dr. Ralph B. DeLano Scholarship Fund. Established in 1950. Subject to a reservation of life income.

Delta Kappa Epsilon Scholarship Fund. The income to be awarded to a member of the Delta Kappa Epsilon Fraternity at Middlebury College, or lineal descendants.

Frederick C. Dirks '30 Scholarship Fund. Established in 1978 by gift of Frederick C. Dirks '30. Income to be used for a scholarship award to an undergraduate majoring in the field of Economics.

'45 Discretionary Scholarship Fund. Established anonymously in 1973. Income to be used annually for partial tuition scholarships to young people whose attendance will contribute to broadening the socio-economic composition of the student body attending Middlebury. Thus, it is not intended primarily to assist those in severe financial need, but is to be utilized to influence the mix of students attending Middlebury by assisting those who need at least some financial aid.

Constance Barker Diss Student Aid Fund. Established in 1967 by a bequest under the will of Mrs. Constance Barker Diss, 1900. Income to be used for financial aid to deserving students.

The Kathleen C. Downey Memorial Scholarship Fund. Established in 1981 by the gifts of family and friends in memory of Kathleen C. Downey, M.A. (1962). Annual income to provide scholarship assistance to a student at the Bread Loaf School of English.

The Erwin Ewald Drost Memorial Fund. Established in 1944 by Mrs. Marguerite Jahr, Mrs. Winnie Wiesenthal, Mrs. Clara Comstock, and Miss Emma C. Drost, in memory of their brother, Erwin Ewald Drost, class of 1924.

Dean S. Edmonds Scholarship Fund. Established in 1953. "Income from fund to be used by Middlebury College as it shall determine as financial aid to students at Middlebury College, giving preference to male students and to students of the sciences, more particularly physics, including electronics."

The Eunice S. Eldredge '11 Fund. Established by Mrs. Eunice Smith Eldredge '11. Subject to reservation of life income.

Grace M. Ellis Scholarship Fund. Established in 1966 by the Worcester County Alumnae Association in memory of Grace M. Ellis. Income to be used each year for a scholarship award to a woman undergraduate with preference to a woman from Worcester County, Massachusetts.

Sidney Ender Scholarship Fund. Established in 1974 by Sidney Ender. Income to be used for scholarships for Canadians with preference for students from Quebec.

The Jerome C. and Debora M. Eppler Scholarship Fund. Established in 1977. Annual income is to be used to provide financial aid to needy and worthy students at Middlebury College.

The Katherine Ball Everitt '17 Memorial and Helen E. Law Scholarship Fund. Established by George L. Everitt. Subject to reservation of life income.

The Fairbanks Scholarships. Established by Thaddeaus Fairbanks, Esq., of St. Johnsbury, for men.

Allan T. Fisher '75 Memorial Scholarship Fund. Established in 1983 by family and friends.

The John Albert and Sophia Warner Fletcher Fund. Established in 1977 by gift of Paris Fletcher '24 to honor his father and mother. Income to be used preferably for students from middle income families.

Rollo J. Francisco Scholarship Fund. Established under the will of the late Rollo J. Francisco of Rutland, Vermont, in 1951.

E. Chester "Ben" Franklin '21 Scholarship Fund. Established in 1962 by Miss Helen A. Franklin in memory of her brother. First preference is to be given to descendants of Ernest Chester Franklin and then to undergraduates maintaining high academic standards and participating in the athletic program of the College.

The Stephen A. and Ruth H. Freeman Scholarship Fund. Established in 1982 by gifts of their children. To be awarded annually to candidates selected by the financial aid office in cooperation with the Vice President for Foreign Languages to either graduate or undergraduate students showing exceptional interest and ability in a foreign language for personal or professional reason either at Middlebury during the academic year or in the Middlebury summer session or at one of our Schools Abroad.

The French Center in New England Fund. Established in 1976 by the gift of the French Center in New England. Income to be used annually to provide scholarships for students studying at the Middlebury French School who are French teachers or are seeking professional preparation as future teachers of French.

Robert Frost Fellowship at the Bread Loaf Writers' Conference. Established in 1978 by CBS Inc. Income to provide a fellowship to be awarded annually to a promising young poet.

Eben J. Fullam Scholarship Fund. Given in memory of Eben J. Fullam of the class of 1895 by Mrs. E. J. Fullam of Springfield, Vermont.

Alice Brooks Fuller Scholarship Fund. "to aid worthy women preferably from Worcester County, Massachusetts."

John Hamilton Fulton Memorial Scholarship Fund. Established in 1964. Income to be awarded as named scholarships for young men who are graduates of Athens College, Greece, and for young men of Scottish parentage who are graduates of schools located in Scotland or for any other qualified students.

The Marion Gallagher Scholarship Fund. Established in 1977 by the bequest of Judge Elbert T. Gallagher '23. Annual income to be used to provide scholarships for worthy students.

The Gannett Family Scholarship Fund. Established in 1975 by David Gannett '62, family, friends and classmates in memory of Barbara Everard Gannett, Class of 1961. Income to be used for partial scholarship to students from middle income families living in the Northwest section of the United States with preference to a woman.

Leon and Una Gay Scholarship Fund. Established in 1964 by Leon S. Gay, income to be used for scholarships with preference to be given to students who are residents of the State of Vermont.

The William W. Gay Fund. Established in 1929 by the gift of Mrs. Frederic F. Van de Water, Jr., in memory of her father, William W. Gay, class of 1876.

Joan F. Giambalvo Scholarship Fund. Established in 1973 by Miss Adeline G. Giambalvo. Income to be used annually for scholarship aid in the Italian School.

Edward N. Gosselin Scholarship Fund. Established in 1966 by Edward N. Gosselin, '15. Income to be used for scholarship awards to a senior or junior, or both, with priority to candidates from first: Rutland County, Vermont, second: State of Vermont, and third: State of Illinois.

The Egbert C. Hadley '10 Scholarship Fund. Established in 1980 by the gift of Carol Bracken '79 and her father, Jim L. Bracken, to record the inspiration Carol received from her association with Egbert Hadley. Income to be awarded annually to a Middlebury student.

Ivan D. and May W. Hagar Scholarship Fund. Established in 1972 under the wills of May W. Hagar and Ivan D. Hagar '09. Income to be used annually for scholarships.

Charles Emerson and Nellie Blakely Harris Memorial Scholarship Fund. Established in 1965 by H. Blakely Harris in memory of his grandparents. Income to be used for scholarship awards to worthy students.

The Homer and Katherine Harris Fund. Established in 1965 by Mr. and Mrs. Homer B. Harris, '20 and '18, subject to reservations of life income, after which principal will be added to the Charles Emerson and Nellie Blakely Harris Memorial Scholarship Fund and the income used by and in support of the College for scholarship awards to worthy students.

Joel B. Harris Scholarship Fund. Made available in 1937 under an annuity contract with Charles P. Harris, for the benefit of male students of the College.

Benjamin L. Haydon Scholarship Fund. Bequest under the will of Elsie Haydon Cornell. Income to be used for Middlebury College scholarships. Benjamin L. Haydon graduated from Middlebury College in 1897.

The Charles B. R. Hazeltine Fund. Established in 1923 for assisting worthy students.

The Burt A. Hazeltine Memorial Scholarship Fund. Established in 1976 by an anonymous gift to honor Burt A. Hazeltine, who served Middlebury College with distinction as Professor of Mathematics from 1924 to 1956, and as Dean of Men from 1926 to 1939. Annual income to be used to provide scholarship assistance to needy and worthy students with preference given to those majoring in mathematics.

Richard A. Heine Memorial Scholarship Fund. Established in 1964 in memory of Richard A. Heine '64 by his parents and friends to assist a deserving undergraduate at Middlebury to complete his education.

The Waldo H. Heinrichs Scholarship Fund. Established in 1956, the income to be awarded to a man or woman in the sophomore year for use in the junior year.

Dr. Walter H. Hellmann '24 Scholarship Fund. Established in 1981 by Dr. Walter H. Hellmann '24. Income to be used annually for scholarship award to a deserving student in the junior or senior class with preference for award to one intending to become a teacher of physics.

Elizabeth A. Hickcox and Frank B. Hickcox Memorial Scholarship Fund. Established in 1965 by members of the Hickcox family, and friends.

Laurence B. Holland Memorial Scholarship Fund. Established in 1980 by family and friends. Income to be used for scholarships at the Bread Loaf School of English.

The John A. Howe Scholarship Fund. Bequeathed by John A. Howe, Esq., class of 1853; the income first available for the descendants, and then under certain conditions for students from Poultney.

Moses G. Hubbard '13 Scholarship Fund. Established in 1969 by the bequest of Moses G. Hubbard '13. Income to be used as scholarships or other financial assistance to deserving students.

Mary Stone Hunt '15 Scholarship Fund. Established in 1981 by the bequest of Mary Stone Hunt '15. Income to be used for a scholarship for a graduate or graduates of Vergennes High School.

Merrill L. Jenkins '15 Scholarship Fund. Established in 1973 by the bequest of Mrs. Florence E. Jenkins in memory of her husband. Income to be used for scholarship award as a part of the general scholarship program.

Christian A. Johnson Memorial Scholarship Fund. Established in 1964, for upperclass students with preference being given to those majoring in Economics.

The Charles S. (Casey) Jones '15 Scholarship Fund. Established in 1977 by the bequest of Charles S. (Casey) Jones '15.

The Frederica V. Jones Scholarship Fund. Established in 1950. The gift of Vanderbilt Webb and Cyril H. Jones. Income to be annually used as a scholarship for the benefit of any man or woman who may in the judgment of the college authorities be deserving of this award.

The Kappa Delta Rho Scholarship Fund. Income to be used annually for scholarship aid for needy and worthy students, with preference being given to members of the Kappa Delta Rho fraternity.

Joseph P. Kasper Scholarship Fund. Established in 1962 by the directors of the Associated Merchandising Corporation to honor Joseph P. Kasper '20 on occasion of his retirement from that Company as Chairman of the Board. Income awarded annually in equal amounts to an undergraduate man and woman.

Elizabeth B. Kelly Fund. Established in 1970. Income to be used for scholarships for women students.

The John M. Kirk, Jr., Scholarship Fund. Established 1975. Annual income to be used to provide scholarship assistance to Middlebury students following completion of their freshman year who have demonstrated by their performance in the classroom and laboratory and by their efforts in competitive sports that they are student athletes.

John M. Kirk, Jr., Memorial Scholarship at the Bread Loaf School of English. Established in 1976 by Mr. and Mrs. John M. Kirk, Sr., in memory of their son. Annual income to provide scholarship assistance to a student at the Bread Loaf School of English who shares his commitment to scholarship and to teaching.

The Harold Krichbaum '24 and Rena Dumas Krichbaum '22 Memorial Scholarship Fund. Established under the will of Rena Dumas Krichbaum '22 of Fairport, N.Y. in 1979. The income to be used for scholarship aid for undergraduates majoring in music and foreign languages.

The Arnold R. LaForce '35 Scholarship Fund. Established in 1976 by the gift of Robert F. Thompson to honor Arnold LaForce upon his election as Chairman of the Board of Trustees. Annual income for scholarship assistance for needy and worthy students from middle-income families.

L'Amicale Scholarship Fund. Established in 1981 by the gifts of members of L'Amicale de Middlebury, the alumni association of the French School. Income from the endowment to provide two scholarships annually to students in their final year of the degree program of the French School. One to be awarded to a student in the summer program and one to a student in the Paris program.

The Sanford H. Lane Memorial Scholarship Fund. Established in 1945, for men students.

The Ted Lang, Jr. Memorial Scholarship Fund. Established in 1945 by Mr. and Mrs. Fred P. Lang of the classes of 1917 and 1915, in memory of their son, who lost his life on the battlefield in France during World War II. Income to be awarded annually to men in their Junior

and Senior years who have had to work to assist themselves in acquiring their Middlebury education, and who have made a contribution to their College in extracurricular activities, preferably athletics. It is the donors' intent that the award permit less financial burden on the awardees in their upper class years in recognition of their determination to obtain their Middlebury degree by their own efforts and initiative.

The Fred W. Lapham '43 Fund. Established in 1971 by Frederick W. Lapham, Jr., '43. Subject to reservation of life income.

Frederick W. Lapham Jr. '43 Memorial Scholarship Fund. Established in 1983 by family and friends.

Edwin W. Lawrence Scholarship Fund. Established by gifts from Edwin W. Lawrence in memory of his father, George Edwin Lawrence, Class of 1867.

The Claude Levy Scholarship Fund. Established in 1969. Income to be used by students enrolled in the French Summer School.

Frances B. and Paige D. L'Hommedieu Scholarship Fund. Established in 1983 for deserving qualified students coming from community/county colleges for their third and fourth years at Middlebury.

The Literary Fund. Established in 1835, for men.

Dr. Nicholas Locascio Scholarship Fund. Established in 1970 by Dr. Nicholas Locascio and others for scholarship aid to students in the Italian School.

Frank Lombardy '35 Memorial Scholarship Fund. Established in 1979 by his widow, Ruth Furness Lombardy '37. Income to be used for scholarship aid to an undergraduate participating in intercollegiate athletics with preference to a member of the golf team.

Hazel MacLeod Fund. Established in 1970 by the bequest of Hazel MacLeod Wills. Income to be paid to some worthy woman student for expenses other than tuition and board.

The Eta Manell '34 Scholarship Fund. Established in 1979 by the gift of Abram Manell '34. Annual income and augmenting gifts to be added to principal until the total endowment is $10,000. The annual income to be awarded to a member of the freshman class in need of financial assistance.

Andrew C. Marchbank '65 Memorial Scholarship Fund. Established by the gifts of his parents and his uncle, Adrian Leiby '25. Income to be awarded annually to a worthy man possessing the qualities of campus citizenship and leadership exemplified by Andrew Marchbank '65.

Robert J. Marony Fund. Income to be used annually for the support of education at Middlebury for underprivileged young men and women of the United States.

The Buren H. McCormack Scholarship Fund. Established in 1972 by the bequest of Buren H. McCormack and the gifts of his family and friends. Income to be used annually for scholarship aid with preference given to a student interested in journalism.

Gertrude Cornish Milliken Scholarship Fund. Established in 1964 by gifts of the Middlebury Alumnae Association and Alumnae club to honor Mrs. Gertrude Cornish Milliken '01. Income to be awarded to undergraduate women.

The Levi P. Morton Scholarship Fund. Established by Hon. Levi Parsons Morton of New York City, for men.

Judith Davidson Moyers Scholarship Fund. Established in 1981 by the gift of Mr. Bill D. Moyers. Annual income to provide scholarship assistance for needy, worthy students.

Ralph O. and Lena G. Myhre Memorial Scholarship Fund. Established in 1973–74 by the gifts of many of Middlebury's Friends of Skiing to provide student aid each year for needy students who contribute to the College's ski program. Augmented in 1979 by gifts in memory of Ralph O. Myhre to record his distinguished contribution to skiing at Middlebury College.

The National Bank of Middlebury Scholarship Fund. Established by the Bank at the time of the College's 175th Anniversary. Annual income to be used to provide scholarship assistance for a worthy student from Addison County attending Middlebury College.

Elizabeth MacGill Needy '47 Memorial Scholarship Fund. Established in 1981 by the gifts of family, friends and classmates in memory of Elizabeth MacGill Needy '47. Annual income to be used for scholarship aid for needy and worthy students.

Walter J. Nelson '32 Scholarship Fund. Established in 1972 by John M. Kirk '39 and friends to honor "Duke" Nelson on his retirement from 30 years of coaching and service as

Director of Intercollegiate Athletics at Middlebury College. Income to be awarded to student athletes in their Junior and Senior year, excelling in one or more sports and demonstrating good campus citizenship.

Werner Neuse Scholarship Fund. Established for Scholarship aid to students in the German School.

The New Jersey Student Aid Fund. For men from New Jersey.

Anna and Luke J. Nolfi Scholarship Fund. Established in 1970 by Anna and Luke J. Nolfi. Income to be used to award an annual scholarship to a student enrolled in the Italian Summer School or the Graduate School of Italian in Italy.

The Luke J. Nolfi Memorial Scholarship Fund. Established in 1983 by Anna I. Nolfi in memory of her husband. Income to be used to award an annual scholarship to a student enrolled in the Spanish Summer School or the Graduate School of Spanish in Spain.

Sidney Nordenschild, Sr., Scholarship Fund. Established in 1967 by the partners of Sidney Nordenschild, Sr., to honor his fifty years with the company and his sixty-fifth birthday. Income to be used for scholarships.

The Berthe O. Normano Scholarship Fund. Established in 1976 by George G. Nichols, Jr. Income to be used annually for a scholarship at the Russian School.

Peter Odabashian Memorial Scholarship Fund. Established in 1974 by gifts of his wife, students and friends, income to provide scholarship assistance for students at the Russian School.

The Hewitt Page Scholarship Fund. Established in 1964 by the gift of Hewitt E. Page '33. Income to be added to principal for first ten years, after which it shall be used with restrictions under the direction of designated college officials.

Cornelius R. Palmer '25 Fund. Established by the gifts of Mr. Cornelius R. Palmer '25 in 1969. Subject to reservation of life income after which the income is to be used for scholarships for underprivileged boys and girls with preference given to graduates of schools located in Cape May County, New Jersey, or New York City.

The Adele T. Parker Scholarship Fund. Established in 1980 in memory of his mother by the gift of Peter T. Parker '54 and Julie H. Parker '54. Annual income to provide financial aid to a deserving student at Middlebury College.

The Dr. George F. Parton, Jr., Memorial Scholarship Fund. Established in 1978 by gifts of members of classes 1970 through 1977. Income to be used annually for scholarship award to a deserving student with preference for students in pre-med programs.

The Anthony Penale Fund. Established in 1983 by Anthony Penale '37. The annual income is to be given as an award of recognition, encouragement and sustenance to a rural school teacher enrolled in the summer session at the Bread Loaf School of English. The purpose of the award is to honor and identify the uniquely talented and devoted teaching of children in the remote communities of our country.

The Penfield Scholarship Fund. Established by Allen Penfield, Esq., of Burlington, for men.

The Arthur D. Pepin '47 Scholarship Fund. Established in 1984 by Dr. Michael Kolligian '44 and friends to honor Mrs. Leonie Hayes.

The Philadelphia Alumnae Club Scholarship Fund. Established in 1975 by the Philadelphia Alumnae Club — Suburban West. Income to be used for scholarships with first preference given to Middlebury women residing in Greater Philadelphia.

The Mildred H. Hubbard Phipps '20 Memorial Scholarship Fund. Established in 1974 by the gift of her brother, Oliver J. Hubbard. Income to be used annually for scholarship awards to girls from New Hampshire with first preference for award to a student from Walpole, New Hampshire.

The Dana G. Pierce Scholarship Fund. Established in 1951. "For men students from Rutland High School."

Blanche and Stephen Piskor Memorial Scholarship Fund. Established in 1973 by Dr. Frank P. Piskor '37 in memory of his parents. Income to be used annually for scholarship awards.

Louise R. Plaisted Scholarship Fund. Established in 1983 by the will of the late Louise R. Plaisted.

William H. Porter Memorial Scholarship Fund. Income to be used for a tuition scholarship. Established by Helen Porter Pryibil in 1950.

Anastasia Feodorova Pressman Memorial Scholarship Fund. For scholarship aid to students in the Russian School.

The Frederika Proctor Fund. Established in 1956. Income to be awarded by the Scholarship Committee as a named scholarship, to an undergraduate studying French.

The Cecilia Quiros Scholarship Fund. Established in 1981 by R. Dario Quiros '61. Income to be added to principal until the sum of $20,000 has been reached, after which it shall be used to provide aid to undergraduate students in need of financial assistance.

James Richardson Scholarship Fund. Established in 1924 by Mrs. James Richardson as a scholarship for the French Summer School.

Justin Ricker Funds #1, #2, #3, #4, #5, #6, #7, #8, #9, #10, #11, and #12. Established by Justin M. Ricker '06 subject to reservation of life income, after which the income of these funds is to be used by scholarships for male students from Bridgeport, Connecticut, or Waterbury, Vermont, or both.

The Marguerite Rogers '18 Scholarship Fund. Established in 1970 by the bequest of Miss Marguerite Rogers. Income to be used for needy students.

The Richard A. Rosbeck Memorial Scholarship Fund. Established in 1968 by gifts of his family and friends in memory of Richard A. Rosbeck '61 who was killed in military service in Vietnam. Income to be used each year for scholarship aid to a worthy, qualified athlete who, in addition to financial need, displays drive and determination for personal as well as team excellence in Middlebury athletics.

The Eleanor S. Ross Scholarship Fund. Established by Middlebury Alumnae Association in memory of Dean Eleanor S. Ross Thomas. Awarded annually to a Middlebury senior woman and based equally on the scholarship, need, and all-around merit of the recipient.

The John W. Rowell Fund. Established by the late Chief Justice Rowell.

The A. Bayard Russ Memorial Scholarship Fund. Established in 1968 by gifts of Louise Tunnicliff '67, his parents and friends in memory of A. Bayard Russ '66 who was killed in military action in Vietnam. Income to be used each year for a scholarship award to a deserving boy showing athletic ability, good campus citizenship and the distinctive qualities of leadership and service exemplified by A. Bayard Russ '66.

Donald W. Salisbury '16 Memorial Fund. Established in 1973 in memory of Donald W. Salisbury '16 by gifts of his wife, Eva Leland Salisbury '17, his son, Richard J. Salisbury '45, and The Jessup Foundation, Inc. Income to be used in support of scholarships.

The Eva Leland Salisbury '17 Memorial Scholarship Fund. Established in 1976 in memory of Eva Leland Salisbury '17 by a gift of her son, Richard J. Salisbury '45, through the Jessup Foundation, Inc. Income to be used in support of scholarships.

The Henry W. Schuettauff Scholarship Fund. Established in 1968 by Henry W. Schuettauff '27.

George Robert White Scott (Class of 1864) Scholarship Fund. Established 1958 by request of Dr. George Dow Scott, class of 1895, for students of high character, irrespective of creed, color, race, or scholarship standing, preference to be given first to a student or students belonging to Alpha Mu, Chi Psi, and then to a student or students of North American Indian, Chinese or Japanese descent.

The Lynde Seldon Scholarship Fund. Established in 1967 by the bequest of Mrs. Lynde Selden to honor her husband, Lynde Selden LL.D. (Hon.) 1961.

The Jonathan Vollrath Shadd '78 Memorial Scholarship Fund. Established in 1980 by gifts from the Shadd family. Income to be used for scholarship awards with preference given to students from single-parent families.

Mina Shaughnessy Memorial Scholarship in Writing at the Bread Loaf School of English. Established in 1983. Income to be used to award an annual scholarship to a teacher who exemplifies Mina Shaughnessy's commitment to writing and teaching.

The Marion Shows Fund. Established in 1972 by various donors. Income to be used annually to assist minority students.

The Cecil C. Simmons '24 Fund. Established in 1975 by a gift of The Serial Federal

Savings and Loan Association to honor Cecil C. Simmons '24 upon the occasion of his retirement as chairman of the board.

The Skinner-Allen Scholarship Fund. Established in 1976 by a gift of $1,500 in memory of Mrs. Lee B. Skinner and Harriet (Grant) and Edward Evarts Allen by Carolyn Lee Allen '30. Annual income and future gifts to be added to the principal until the fund reaches $10,000.

The Bezeliel Smith Fund. Established in 1893, for men.

Lucy S. Smith '18 Scholarship Fund. Established in 1961 for needy and deserving students.

The Jonathan Coleman Southmayd Scholarship Fund. Established by the late Hon. Redfield Proctor in 1922. Income first available for students (men or women) from Proctor.

The Kenneth Sozzi Memorial Scholarship Fund. Established in 1972 by the gift of Donald St. J. Sozzi, income to be used for scholarships for the Italian Summer School.

The A. P. Stafford Fund. Established to assist needy students from Wallingford to an education.

The John Wolcott Stewart Fund. Established in 1956 by the late Philip B. Stewart in memory of his father. Income to be awarded to one or more male students in need of financial aid who, having completed one or more years' courses, have shown themselves to be of good character and worthy of continued enrollment in college.

The W. J. Stone Fund. Established by bequest of Wilfred J. Stone '02, the income to be used to assist Vermont male students at Middlebury College with preference to graduates of Vergennes High School or Vermont Academy.

The Subscription of 1852. For men.

Agnes Warner Sunderland Fund. Established by Edwin S. S. Sunderland, Esq., class of 1911, the income from which is first available for the assistance of students from Cornwall.

The Miriam Deedman Swede '27 Scholarship Fund. Established in 1981 by Miriam Deedman Swede '27. Income to be used annually for scholarship assistance to able and promising young men and women needing assistance in financing their Middlebury education.

The Charles and Jessica Swift Scholarship Fund. Established in 1982 by the bequest of Charles M. Swift. Annual income to provide scholarships for students who are graduates of high schools or academies in Addison County, Vermont.

Wylie and Lucy Sypher Scholarship Fund. Established by gifts from alumni and friends of the Bread Loaf School of English. Income to be used for scholarships at the Bread Loaf School of English.

The Arthur Gould Tasheira Fund. The income to be used as far as possible to provide scholarships for worthy and deserving students.

Helen A. and W. Grady Thomas '16 Scholarship Fund. Established in 1978 by W. Grady Thomas '16. Annual income to be used for scholarship awards for needy and worthy students from middle-income families.

Thomas G. Thompson Scholarship Fund. In memory of Frank Genung Thompson and Mrs. Alma C. Dow to provide two equal scholarships, one for a young man preparing for the Protestant Christian ministry, and the other a young woman.

The Ludger J. Tousant Fund. Established by the class of 1920 in memory of their classmate — Ludger J. Tousant — killed in World War I.

John Crawford Trask, Jr. '41 Memorial Scholarship Fund. Established in 1980 by Jane Hayden Trask '41 in memory of her husband. Income to be added to principal until the total endowment in $10,000. Then annual income to be used for partial scholarship for needy and worthy students.

The K. P. Tsolainos Memorial Scholarship Fund. Established in 1968 by The K. P. and Phoebe Tsolainos Foundation, Inc. in memory of K. P. Tsolainos, LL.D. (Hon.) 1964. Income to be used for scholarships for students majoring in economics or history with preference to young people of Greek descent.

The Herbert K. Twitchell Fund. Established in 1929 by a bequest received under the will of Mr. Twitchell for students from Vermont, preferably Addison County.

The James M. Tyler Fund. For students from Vermont.

Bessie Clarinda Verder '98 Memorial Fund for Women Students. Established by Blanche Avaline Verder in memory of her sister.

The Voter Memorial Scholarship Fund. The income to be used for scholarship purposes, in memory of Professor P. C. Voter, formerly Chairman of the Chemistry Department.

The Roy H. and Ida Tarbell Walch Scholarship Fund. Established in 1983 by Ida Tarbell Walch in memory of her husband, Roy H. Walch '13. Subject to reservation of life income.

The Waldo Fund. Established in 1864 by bequest of Mrs. Catherine E. Waldo of Boston, for men.

The Raymond A. Waldron Scholarship Fund. Established in 1982. Income to be used for scholarships for teachers of English with preference given to teachers from New York State to study at the Bread Loaf School of English.

The Phoebe Kasper Wallach '49 Memorial Scholarship Fund. Established in 1968 by gifts of her parents, Mr. and Mrs. Joseph P. Kasper '20, and friends in memory of Phoebe Kasper Wallach '49. Income to be used each year for scholarship award to an able and deserving girl.

The Warren Fund. Given in 1835 by bequest of Deacon Isaac Warren of Charlestown, Mass., and its income applied in payment of college bills of those who are preparing for the Gospel ministry.

The WEB Fund. Established in 1974 by Fred (Wilfred W.) Barnes '30 in memory of three of his former teachers at the High School of Commerce, Worcester, Massachusetts (1922–26), Mary Ella Whipple, Grace M. Ellis '12, and Ruth L. Boyden. Income to be used to provide scholarship assistance with first preference to needy and worthy students from Worcester County, Massachusetts, and second preference from San Diego County, California.

The Asa Wheelock Scholarship Fund. Established under the will of Charles B. R. Hazeltine of Arlington, Mass., the income first available to Protestant students from the town of Wardsboro, and then from other small country towns in the State.

The Dr. Percy T. and Pauline C. Whitney Scholarship Fund. Established in 1982 by Percy T. and Pauline C. Whitney. Annual income to be used in support of financial aid to deserving students.

F. Carl Whitney '18 Memorial Scholarship Fund. Established in 1983 under the will of the late F. Carl Whitney.

Raymond L. Whitney '35 Memorial Scholarship Fund. Established in 1971 in memory of Raymond L. Whitney '35 by gifts from his family and friends. Annual income to be used in support of financial aid with preference for a student from Vermont or Maine.

The Albert Henry Wiggin Memorial Scholarship Fund. Established in 1967 by the bequest of Mrs. Lynde Selden in memory of her father. Albert Henry Wiggin, trustee of Middlebury from 1922–1950. Added to by the Albert H. and Jessie D. Wiggin Foundation.

Percival Wilds '02 Memorial Scholarship Fund. Established in 1972 by Charles M. Wilds. Income to be used annually for a scholarship award with preference to a Vermont student.

Frank A. Williams Jr. '69 Memorial Scholarship Fund. Established by the gifts of friends, family and classmates in memory of Frank A. Williams, Jr. to provide scholarship assistance for Middlebury students seeking private instrumental or voice instruction in music and needing help to finance the cost of instruction.

The Emma Willard Scholarship Fund. Established in 1895 by the Emma Willard Association, for the benefit of deserving senior women.

The Mark Doty Wilson '72 Scholarship Fund. Established in 1976 at the request of Mark Doty Wilson '72 prior to his death. The income providing partial financial support for one or two juniors or seniors majoring in English to study at the Bread Loaf School of English, the Bread Loaf Writers' Conference or Bread Loaf at Oxford, England. Qualification for financial aid is a prerequisite for such an award.

The Windham County Congregational Scholarship Fund. Established in 1951. Income first available for students proposed by the Conference.

The Harriet B. Winsor Scholarship Fund. Established under the will of Harriet B. Winsor, of Springfield, Mass., in 1950. One-half income to provide a scholarship for men and one-half income to provide a scholarship for women.

The Charles Baker Wright Scholarship. Established in 1949. Income from fund to provide two full tuition scholarships to be awarded annually to a man and a woman in the senior class.

The Marion L. Young Scholarship Fund. Established by the Middlebury Alumnae Association in 1940. Income awarded annually to the freshman woman outstanding in scholarship, personality and athletics.

Expendable Scholarships

CIGNA Scholarship Fund. Established in 1983 by the CIGNA Corporation. To provide three $5,000 scholarships to minority students.

The Louis L. Croland and A. Leon Kohlreiter Scholarship. Established by Barry Croland '59. An award of $500 to be made annually to a needy student with preference to an art major.

Edwin Gould Foundation Scholarships. Established by the Edwin Gould Foundation for Children. Four-year grants awarded annually to deserving students.

The Marie L. Rose Huguenot Scholarship. $1,000 a year available to students of Huguenot ancestry nominated by the College for award by the Huguenot Society of America.

Jaqua Foundation Scholarship Fund. Established in 1983 by the Jaqua Foundation to provide one $5,000 scholarship or two $2,500 scholarships each year. Preference given to residents of New Jersey.

The Agnes M. Lindsay Awards. $8,000 annually. From the Agnes M. Lindsay Trust for scholarships for men and for women.

Theodore Luce Fund Scholarship. $6,000 annually. From the Theodore Luce Fund for awards to needy students from Metropolitan New York.

Charles Irwin Travelli Scholarships. Established by the Charles Irwin Travelli Fund. Four-year grants awarded annually to deserving students.

The Sylvia Westin Wurts Memorial Scholarship. Awarded each year to a woman student from the Hartford, Connecticut, area.

Loan Funds

Alpha Sigma Phi Memorial Fund. Established in 1966 as a revolving loan fund for worthy and needy male students at the College, in memory of those brothers in Alpha Sigma Phi of Middlebury College who lost their lives in World Wars I and II.

The Edwin L. Bigelow '13 Student Scholarship Loan Fund. Established in 1981 under the will of Edwin L. Bigelow '13. Available to students from Vermont, special consideration being given, when suitable applicants are available, to students attending the College from the towns of Danby, Dorset, Manchester, Mt. Tabor, Pawlet, Rupert, Sandgate and Sunderland.

Reid L. Carr and Eleanora F. Carr Revolving Loan Fund. "To help deserving students."

Joel B. Harris Student Loan Fund. A revolving fund of $7,922 for loans to Middlebury students.

Hazeltine Student Loan Fund. Established in 1923 under the will of Chas. B. R. Hazeltine and his sister, Harriet S. Hazeltine, of Arlington, Mass., "the income only to be used as a loan fund in assisting students in Middlebury College."

Elam R. Jewett Student Loan Fund. Established in 1923 by a friend. "The principal to be safely invested, the income and accretions to be loaned, under certain conditions, to men students of the College."

Ada Howe Kent Foundation Loan Fund. Established in 1983 by the Ada Howe Kent Foundation for loans to students who are able to provide in part from their own resources and from families who can make some contribution but are unable to pay all college costs.

Lee A. Kintzel and Roger Kintzel Student Loan Fund. Established in 1981 by the gift of Lee A. Kintzel '65. A revolving fund for loans to undergraduate students at Middlebury.

Martha Jewett Nash Student Loan Fund. Established in 1923 by a friend. The principal to be safely invested, the income and accretions to be loaned, under certain conditions, to women students of the College.

William H. Porter Student Loan Fund. An unconditional legacy received in 1927 under the will of William H. Porter of New York. By action of the Trustees it was made the William H. Porter Student Loan Fund, the principal to be safely invested and kept intact, the interest therefrom and accretions thereto to be used for making loans to worthy men students from

Vermont — the first consideration being given to those from Addison County.

Justin M. Ricker Fund. Established in 1956 by Justin M. Ricker, '06.

Emma Hardy Slade Student Loan Fund. A revolving loan fund for both men and women, but with preference given to women. Established in 1961 by the National Society of New England Women, in honor of its founder.

Scholarship Awards and Prizes

There are many generous prizes and awards for which students may compete in various ways.

Charles B. Allen Memorial Prize. In memory of "Corky" Allen '62. Income from $8,158. Awarded to the senior who has excelled in the fields of biology, chemistry and/or physics, and who by his participation in athletics and other student activities has contributed to the spirit of Middlebury.

The Alumni Association Community Service Award. Awarded annually to the graduating senior who has best demonstrated a commitment to community service through involvement in campus or community non-academic life at Middlebury.

Bishop Atwood Historical Prize. Income from $406. Awarded to the man who does the most distinguished work in history. Established in 1938 by Julius W. Atwood, 1878, Bishop of Arizona, 1910-1925.

The Blum & Company, Inc. Award. Established in 1984 by Albert L. Blum '72. $200 awarded each year to a graduating senior in the Department of Sociology and Anthropology for high academic achievement or leadership in student and community activities.

Byron E. Bermas, Jr., Prize. Income from $612. Awarded to a man or woman in the senior class who has done outstanding work in Geography.

Deacon Boardman Peace Prize. Income from $4,416. Awarded to a member of the junior class submitting the most creditable literary essay of at least 2,000 words in favor of peace and in opposition to war as a method for settling international differences. In memory of Samuel Ward Boardman, Professor of Rhetoric and English Literature 1859-1861.

Barbara Buchanan Memorial Award, in memory of Barbara J. Buchanan's academic excellence and ideal of service.

Reid L. Carr Prize. Income from $1,910. Awarded to the male member of the senior class who has shown the greatest proficiency in English Literature.

George H. Catlin Prize. The annual income, not exceeding $1,000 on a fund established by the will of George H. Catlin in 1930, awarded annually to the student who completes the full A. B. "classical" course, showing the highest grade for scholarship and deportment. Established in 1918 by George H. Catlin, Hon. LL.D. 1920, Pennsylvania banker.

George H. Catlin Classical Prize Fund. Income from $1,274. Awarded to a man in the senior class whose college work in Greek and Latin is adjudged worthiest of distinction.

George H. Catlin Fund. Income from $9,702. Established by the will of George H. Catlin, in 1951. Awarded each year to the student who has completed with the highest average the full four-year "classical" course, including preferably some study of Latin and Greek.

Janet C. Curry '49 Science Honors Award Fund. $13,083. Established in 1977 by Janet C. Curry '49. Annual income to be used for awards to senior women working for honors in the sciences with first preference to senior women seeking honors in the biological sciences.

Eaton Prize. Income from $1,274. Awarded to the student who in the opinion of the President and the Faculty has maintained the highest standing in the Classics.

George Ellis Fellowships. Two fellowships, each with an annual value of over $2,000. were established at Columbia University in 1931, under a provision in the will of George W. Ellis, to be open primarily to residents of Vermont or to the graduates of Middlebury, Norwich, and the University of Vermont. The fellowships are awarded to qualified men or women for pursuing advanced or graduate study in any of the faculties or schools at Columbia. Information on this fellowship may be secured from the President's Office.

Harry M. Fife Memorial. Income from a fund of $3,466 established in memory of Harry M. Fife, Professor of Economics, 1925-50.

Maude Violet Graybar American History Prize. Established in 1966 by Lloyd J. Graybar '60 in memory of his mother, Maude Violet Graybar. Income on $500 awarded annually to the student who writes the best honors thesis in American History since 1860 or, at the discretion of the departmental chairman, to the Senior student who has displayed the greatest proficiency in American History since 1860 during four undergraduate years.

Hazeltine Klevenow Cup. Awarded to a man in any of the four classes who has best combined ability in athletics and excellence in scholarship. The name of the recipient is placed on the cup as a permanent record, and a replica of the cup is presented to the winner. Established by Marshall M. Klevenow, Middlebury coach, 1925-1928, and Burt A. Hazeltine, Dean of Men, 1926-1938.

Julian E. and Melba Jarrett Prize. Awarded to that graduating Political Science major who excelled in the study of political philosophy, law and American Government. Established in 1982 by Glenn A. Jarrett, '70, in memory of his parents.

The C. J. Neil Kvasnak Family Award. Established in 1983 by the C. J. Neil Kvasnak family. Income to be awarded annually to the graduating Political Science major who has excelled in the study of American politics, with special emphasis on state and local politics.

Lank Prize in Sociology and Anthropology. Established in 1984 by Dr. Alden G. Lank '55, faculty member and director of the MBA program International Management Institute, Geneva, Switzerland. Income to be awarded to a graduating senior for academic excellence within the Sociology and Anthropology Department.

Kellogg Latin English Prize. Awarded for the two best examination papers on Horace. Established by Brainerd Kellogg, Professor of Rhetoric and English Literature, 1861-1868, and Trustee, 1885-1920.

Rose Martin Spanish Prize of $25. Awarded to that woman graduating with a Spanish Major, named by the Department of Spanish for her outstanding performance in the major area. Established in May 1961 by the Manhattan Middlebury Alumnae Association.

The Merlino-Mezzotero Award. Established in 1979 by the gift of Richard F. Mezzotero to honor his good friend, Dr. Camillo P. Merlino, former Director of the Middlebury College Italian School. Annual income from $1,000, to provide cash prizes to a student each year on a basis of achievement for work done in either or both of two courses, "A Survey of Italian Literature" and "The Risorgimento."

Mortar Board Cup. Awarded to a sophomore woman who in the opinion of the Chapter has shown the greatest interest in College by participation in extracurricular activities and by attainment of high scholarship. Established by Mortar Board.

Mildred Virginia Osher History Prize. Established in 1963 by Lloyd J. Graybar '60 in memory of his aunt, Mildred Virginia Osher. Income on $500, awarded annually to the student who writes the best honors thesis in history or, at the discretion of the department chairman, to the senior student who has displayed the greatest proficiency in the study of history during the four undergraduate years.

The Henry B. Prickett English Prize. Established in 1984 by the Department of English and friends. Annual income to be awarded to a graduating senior whose work in the English Department has been outstanding.

Senior Honors Thesis Award in Economics. Established in 1980. $100 awarded annually for the best senior honors thesis in the Department of Economics.

John P. Stabile Memorial Cup. Awarded to the athlete who best exemplifies the Middlebury spirit. Established in memory of Lt. John P. Stabile, '40, killed in action, Guadalcanal. Established by Lt. John F. Hogan, '41.

The Marci J. Stewart '72 Memorial Awards. Awarded each year by the History Department to the student in History or American Studies who has shown outstanding personal and academic qualities.

Stolley-Ryan American Literature Prize. Established in 1978 as an annual award to the graduating senior majoring in American Literature whose work in the department best reveals the greatest understanding and appreciation for the issues central to the American literary tradition.

Mary Dunning Thwing Prize. Income on $1,910 awarded to a woman student who in her

junior and senior year has done the best work in English composition, prose and poetry. Established by Charles F. Thwing, President of Western Reserve, in memory of his wife, Mary Dunning Thwing.

Alice J. Turner Memorial Trophy. Awarded each year to a member of the varsity basketball team.

Paul W. Ward '25 Memorial Prize. A $100 prize awarded twice annually, each term, to a freshman for proficiency in writing.

Franklin G. Williams '13 and Sara H. Williams '12 Memorial Award. Income from $1,148 to be awarded to a young man or woman in the sophomore class, on the basis of deep human qualities of natural kindness, perceptivity of the needs and feelings of others, and an abiding sense of personal responsibility.

Woolsey Prizes. Income from fund of $2,230, awarded to the two undergraduates writing the best examinations in Bible. Established in 1933 by Theodore S. Woolsey, Trustee, 1922–23.

Endowed Lectureships

Julian W. Abernethy Lecture. Established in 1928 under the will of Julian W. Abernethy, Class of 1876. A writer of distinction is annually invited to address the College upon some aspect of American literature in commemoration of the birthday of Dr. Abernethy, founder of the Abernethy Library.

Willard Duncan Carpenter '14 Memorial Lecture Fund. Established by Mrs. Ethel G. Storm, Class of 1916, in memory of her first husband. Income to be used for a lecture in Economics.

Class of 1914 Lecture. Established by an anonymous member of the Class of 1914, to provide an annual lecture on Science and the Humanities.

Elizabeth Drew Memorial Lecture Fund. For lectures at the Bread Loaf School of English.

The John Hamilton Fulton Memorial Lectures. Given anonymously. To establish lectures, performances and extended visits to the Middlebury campus by distinguished scholars, artists and performers.

Charles S. Grant Memorial Lecture. Established by friends in memory of Professor Grant to provide an annual lecture in History.

Samuel S. Stratton Lecture. Established by 1962–63 gifts to the Parents' Fund to honor Dr. Stratton at the time of his retirement as the eleventh President of Middlebury, to provide an expanded program of visiting lecturers on the Middlebury campus.

Robert W. van de Velde, Jr. '75 Memorial Lecture Fund. Established in 1981 by Mr. and Mrs. Robert van de Velde and friends of the family. The income to provide an annual lecture on media communications.

Academic Standards and Regulations

The College makes available to students copies of the *Middlebury College Handbook* containing detailed information regarding policies and regulations for enrollment, fee refunds, attendance, scholarship, examinations, athletics and student activities. Since these are subject to change from time to time they are not to be considered as contractual. All students are responsible for a knowledge of and compliance with College regulations.

The College reserves the right to exclude at any time students whose behavior is judged by appropriate administrative authorities to be dangerous to themselves or others. In such

cases, the fees which are due or which may have been paid in advance will not be refunded or remitted, in whole or in part, and neither the College nor any of its officers shall be under any liability whatsoever for such exclusion.

Grades. Instructors report final course grades to the Dean of Students and do not give them directly to students. Students are responsible for keeping parents correctly and currently informed of their standing and progress. Final grades, notices of academic probation and second course warnings are sent to parents or to students at their home address.

The Dean of Students will consider any special curricular problems of veterans and grant waivers to the usual requirements when circumstances involve such factors as health, extended interruption of education and family responsibilities.

Transfer of Credit. Students may transfer course credits from other institutions by preparing in advance a "Transfer of Credit" form (requiring approval by the department chairman, the student's adviser, and the Dean of Students). Acceptance of credit toward the Middlebury degree is contingent upon receipt of this form by the Dean of Students and transcripts from approved educational institutions. To receive credit the transfer course must be above the introductory level at the institution attended, and must be passed with a grade of C– or better. These transfer credits, as well as Advanced Placement credits may be used to make up failures, excess D credits, and other deficiencies in the student's record.

In evaluating entering transcripts of transfer students, the College grants year-for-year equivalence for students who followed an A.B. program at another accredited four-year college regardless of the academic calendar followed. This policy applies whenever possible for lesser transfer units. When term equivalences cannot be established, the Dean of Students will decide on the number of fall-winter-spring terms needed to complete the degree. In all cases, course evaluation will be relevant to fulfillment of Middlebury Departmental and College requirements. Failing grades and D's at other colleges are not transferable. Students transferring to Middlebury from all other programs will have their transcripts evaluated by the course and content to determine standing.

Failure, Probation, Warning and Readmission. A student who receives two failing grades, three D grades or one failing grade and two D's during a fall or spring term will be dropped from College. First-term freshmen who have two F's and two C's or better or 3 D's and one C or better at the end of the fall term will be continued in college on academic probation. Seventh-term seniors will be reviewed by the Administration Committee prior to final action.

A student who receives two D grades or one F grade and a D grade in a single term will be placed on probation until the end of the following fall or spring term. A student taking three courses who receives one D or one F will be placed on probation. A student on probation who receives one failing grade or two D grades in the subsequent fall or spring term will be required to withdraw. A student who receives an F or a D in the winter term while on probation will be required to withdraw; if not on probation, the student will be placed on probation for the spring term. A student on probation from the previous fall who receives an A– (or higher) or an honors grade for the winter session will be removed from probation. A student placed on probation more than twice in his college career will be required to withdraw.

A student who receives a failing grade in the winter term while on probation will be required to withdraw; if not on probation the student will be placed on probation for the spring term. A student on probation from the previous fall who receives an honors grade for the winter session will be removed from probation. A student placed on probation more than twice in his college career will be required to withdraw.

For students enrolled in three courses in a term, one failing grade and one D grade, or two D grades constitute academic failure. Should they receive one failing grade or one D grade they will be placed on probation. Two terms in succession of probationary standing constitutes academic failure.

At any time when a student is failing a course, consistently receiving grades below C–, or in any way neglecting the obligations of a course, he may be placed on course warning.

A student who is failing in his studies generally may be dropped from college by the Administration Committee if in its judgment his failure is due to lack of application or to negligent attitude.

A student dropped for academic failure will not be readmitted except by special action of the Administration Committee. Readmission is a special privilege, not a right. The Committee will take favorable action only when it is satisfied that the factors which led to failure have been rectified and that the student has both ample motivation and capacity to earn his degree. Mere lapse of time is not sufficient basis for readmission. The burden of proof or motivation and capacity rests with the student. The student is encouraged to enroll at another accredited institution and to achieve a good record there. In some cases, military service or employment related to his interests may be considered as evidence.

Application for readmission is made to the Administration Committee through the Dean of Students. Any student readmitted will be on probation for the first term following his return and, if dropped a second time, will not be readmitted.

Auditing. With advance permission of the instructor a regularly enrolled student may attend other classes as an auditor. The instructor establishes the conditions under which the student may audit, but in no case can the student receive credit for auditing.

Non-students may audit courses only with the permission of the instructor and the Dean of the College.

Special Students. Students who require only one or two courses to complete their degree requirements may apply to the Administration Committee for Special Student status. Other students may seek reduced course loads and Special Student status for exceptional personal reasons.

Individuals not enrolled as A.B. candidates are occasionally admitted as Special Students for compelling personal and educational reasons. Such individuals must apply to the Administration Committee for admission as Special Students.

Special Students must pay per course a fee of $1,100 in the 1984–85 academic year.

Adjunct Students. A small number of students, primarily foreign nationals, may be admitted as a non-degree candidates. They may take as many or few courses as desired and may decide whether or not they will receive grades. They pay full comprehensive fee. The Administration Committee will admit them and oversee their programs.

Visiting Students. Students from other colleges or universities may apply for visiting student status for a term or year. They must give assurance that they are in good standing in their home institution and that the credit received will be accepted for transfer toward their degree at their home institution. Inquiries should be directed to the Director of Admissions.

Independent Scholar Program. The purpose of the program is for the students of demonstrated motivation and ability to define their individual educational goals and assume personal responsibility for attaining them independent of the College's normal major requirements. The program is administered by the Independent Scholar Committee.

Residence Halls

Middlebury is a residential college. Students must receive special permission from the Dean of Students to reside off-campus.

Reservations are made by upperclassmen during the spring for the following year, and all rooms are assigned subject to residence halls regulations. Occupants are liable for any damage to the residence halls and their furnishings. A student may be required to withdraw from college or be subject to lesser disciplinary penalties for failure to respect residence halls regulations. The College does not accept responsibility for loss of money or other personal property or damage thereto. The Dean of Students reserves the right to remove from a student's room any item which constitutes a safety hazard or seriously interferes with the maintenance of the building.

Rooms are ready for occupancy in September on the day preceding the first college exercises and, except for seniors, are vacated on the day following the student's last final examination. Residences are closed during the Christmas vacation and students may not have access to rooms during that period.

Residence Halls are furnished with single or double-deck beds, mattresses, desks, dresser and chairs. Bedding, pillows and other accessories are furnished by the occupants. The comprehensive fee includes heat, electricity and custodial service. Students provide their own laundry service.

Student Counselors in each section of the freshman halls work closely with the Deans and the freshman advisers.

All students must eat in the College Dining Halls unless excused by the Dean of Students.

Freshman Week

Directly preceding the opening of the fall term, there is an orientation period for freshmen. The program includes Freshman Convocation, an informal assembly, registration, receptions and social gatherings, lectures by members of the college personnel and placement tests. Another orientation period is held before spring semester for the freshmen entering in February.

Chapel Services

Regular services are conducted in Mead Chapel on Sunday and at other special occasions throughout the year. The Sunday service is Christian in emphasis and ecumenical in design. The sermons are delivered by the College Chaplain, visiting clergy and occasionally by various members of the Middlebury faculty. The outstanding Middlebury College Choir presents a broad repertory of sacred music in the course of the year at the Chapel services.

Health Services

Students may use basic primary health care resources at the Health Center without additional charge. The College expects each student to assume responsibility for his or her health. The College is not *in loco parentis* with respect to health care for its students and its health care services do not attempt to take the place of a family physician. Trained nurses are on duty at all times. Three local physicians and a nurse practitioner are available to students by appointment at the Health Center. Students may use the Health Center for bed care if they have illnesses or injuries which do not require hospitalization. Porter Medical Center, close at hand, is a well-equipped facility with professional staff in a variety of specialties. More extensive medical facilities are available at the Medical Center Hospital of Vermont in Burlington.

Before matriculation every new student must present a health form which has been signed both by the student and by his or her care-giver. A student may be requested to have a thorough physical examination each year or whenever considered necessary by the College Physician. The College reserves the right to ask the withdrawal of any student for medical or psychiatric reasons.

The College Counseling Services includes two full-time psychological counselors who provide short-term therapy, crisis intervention, diagnosis and referral and a variety of mental health outreach programs. The College also employs a consulting psychiatrist. The Athletic Training Room in the Fletcher Memorial Field House is supervised by the Director of Sports Medicine, who is a physician, and it includes two Athletic Trainers and a Physical Therapist.

Extracurricular Program

The College offers students the opportunity to participate in a wide variety of extracurricular activities. There are 62 student-led organizations with approved constitutions on campus. Theatrical productions, films, sports events, lectures and weekend mountain trips are scheduled throughout the year.

Concert Series. Outstanding artists and dance companies are brought to the campus under the supervision of a faculty-student committee appointed for that purpose.

Many other special lectures are sponsored by the College, under special funds, or through various departments and organizations.

Radio Station. Students operate WRMC-FM radio station licensed by the FCC as a 100-watt stereo educational facility. Programming features music, sports, interviews and news. Summer operation of the station features fine arts programming.

Athletics

Middlebury College is a member of the Eastern College Athletic Conference (ECAC), The National Collegiate Athletic Association (NCAA), and the Northeast Intercollegiate Athletic

Conference (NIAC). In 1970-1971 Middlebury joined with nine other institutions in forming the New England Small College Athletic Conference (NESCAC). This conference consists of: Amherst, Bates, Bowdoin, Colby, Connecticut College, Hamilton, Middlebury, Trinity, Tufts, Wesleyan and Williams. The College maintains a healthy and active intercollegiate athletic program. It involves twelve men's sports including: football, cross-country, soccer, basketball, skiing, swimming, hockey, baseball, track, lacrosse, golf, and tennis. The women's intercollegiate program also involves eleven sports including track, tennis, swimming, field hockey, squash, basketball, cross-country, skiing, soccer, ice hockey and lacrosse. There is also a "B" squad/freshman athletic program in most intercollegiate sports. Middlebury, Norwich University, University of Vermont and St. Michael's College compete annually for the Vermont State Championship in most sports.

Intramural games are scheduled in basketball, track, golf, rifle, soccer, lacrosse, tennis, relays, badminton, touch football, volleyball, hockey, softball and swimming. Skiing and hockey are special features of the winter calendar. Most of the extensive Intramural Program is co-ed.

A club sports program includes fencing, frisbee, martial arts, riding, scuba and synchronized swimming open to men and women and separate men's and women's rugby and volleyball clubs.

Students take part in the Annual Winter Carnival which, in the years since its inception, has assumed an important role in the social and sports life of the College.

The College does not assume legal responsibility for the expense in caring for injuries sustained by athletes while training for or participating in athletic competition or intramural activities.

Organizations

Honorary organizations on the campus are: Phi Beta Kappa and Omicron Delta Epsilon Honor Society in Economics. There are also athletic, debate, musical, dramatic, language, literary, religious and departmental student clubs. Five fraternities are represented: Chi Psi, Delta Upsilon, Kappa Delta Rho, Sigma Epsilon, and Zeta Psi.

Motor Vehicles

All students, except those on disciplinary probation, are permitted to have or to operate a motor vehicle. All vehicles must be registered with the Campus Security office and parked in assigned lots. A student receiving financial assistance from the College is permitted to maintain a motor vehicle in Middlebury subject to the existing vehicle regulations affecting all students. However, he or she must plan to use personal funds for all expenses relating to ownership, maintenance, and operation of a motor vehicle. Such costs will not be included in the student budget when determining financial aid. The College will take what measures are necessary to ensure that no student aid funds are used to subsidize motor vehicle expenses.

Publications

Undergraduates of Middlebury College publish a newspaper, *The Middlebury Campus.* Students assume complete responsibility for the editorial content of the newspaper and/or its production. Other publications are a yearbook, *The Kaleidoscope,* and a literary and graphic arts publication, *Frontiers.* Two quality political magazines have recently begun publication: *PF Magazine,* produced by the Political Forum; *Left and Right*, produced by the College Democrats. The Forum for the Visual Arts this year produced several issues of *Section 8*, a magazine concerned with the visual and performing arts at Middlebury.

Career Counseling & Placement

The Office of Career Counseling and Placement, located in Adirondack House, offers a wide range of services to all students. The office is a central source of information on career planning, graduate studies and employment opportunities. Counselors are available for personal counseling, assistance with clarification of goals, exploration of career options, development of effective resumes and letters, discussion of interviewing techniques, and assistance with

graduate and professional school applications. During the academic year CC&P staff members, representatives from various organizations, and alumni offer special workshops, seminars and presentations relating to different career interests. Information is also available on various externships, including spring-break internships for sophomores and juniors with Middlebury alumni. The office arranges campus interviews with representatives from graduate schools, corporations and other employing organizations who have interest in candidates from Middlebury. The Career Resource Area contains a variety of materials on careers and jobs such as directories, annual reports, brochures and listings of permanent and summer opportunities as well as graduate and professional school information.

A Credentials Service is also offered to students and alumni of the undergraduate program, students enrolled in a degree program and degree recipients of the Language Schools, Bread Loaf School of English and Sciences. A credentials file is a compilation of material supporting a candidate's application for admission to graduate or professional schools and employment. There is a charge of $2.00 for each copy of a credentials file requested except for enrolled undergraduate students who may utilize the service without charge until graduation.

Graduate Work

Academic Year. Middlebury College offers graduate courses leading to the Master of Science degree in the Department of Biology and Chemistry during the regular academic year. Inquiries about these programs should be addressed to the chairman of the department concerned. Graduate students may be enrolled only upon recommendation of the department concerned and approval by the Executive Committee of the Science Division in consultation with the Vice President for Academic Affairs. The courses which are regularly offered for graduate credit are:

Biology: All Biology courses numbered 300 or above and Mathematics 300 or above.

Chemistry: All Chemistry courses numbered 400 or above. In order to serve the needs of graduate students in these departments, cognate courses in other departments may, when appropriate, be raised to graduate level by inclusion of supplemental material.

Candidacy for the Master of Science degree is subject to the following general regulations:

1. The candidate must hold a baccalaureate degree from Middlebury College or from a comparable institution and must have completed an undergraduate course of study sufficient for effective graduate work.
2. The candidate must satisfy Middlebury College of his fitness to undertake graduate study.
3. The candidate must be a student in residence at Middlebury College for at least one academic year.
4. In order to be granted the degree, the candidate must successfully complete graduate work equivalent to nine courses.
5. Graduate work done at other institutions may be transferred for credit toward a Middlebury degree subject to the condition that at least six of the required course equivalents for graduation must be completed at Middlebury College.
6. Graduate work in cognate fields may, upon approval of the major department, be counted toward the degree subject to the limitation that at least six of the nine required course equivalents must be in the department in which the degree is granted.
7. All work to be credited toward the degree must be completed with a grade of B– or above.
8. Participation in laboratory teaching and preparation is a degree requirement.
9. All work to be credited toward the degree must have been completed during the ten year period immediately preceding the granting of the degree.

Candidacy for the Master of Science degree is subject also to such further regulations as Middlebury College may establish.

Tuition for graduate study is charged at the single course rate of $1,100 in 1984–85 and one can enroll in an optional sickness insurance program for an additional $61.

Bread Loaf. The Middlebury College Bread Loaf School of English is in session during the summer and offers only graduate courses in literature, writing and theatrical arts, leading to the M.A. and M. Litt. degrees. However, exceptionally able undergraduates are accepted. The School encourages teachers who have their Master's degree, or others who have at least a Baccalaureate degree to enroll for a summer as non-degree students in a Program of Graduate Continuing Education. Admission is on the basis of college transcripts and two letters of recommendation. Since the program of study is designed to meet individual needs, there is no set of requisites for admission. Although an excellent undergraduate record in English and strong recommendations are the surest admissions criteria, experience has shown that students who have mediocre college records or who have majored in other disciplines may, with teaching experience, have achieved a perspective that will assure them of distinguished records at Bread Loaf. In short, Bread Loaf prefers to allow applicants to establish their capabilities during the first summer. Students are accepted for one summer only and are readmitted only after demonstrating that degree requirements can be successfully met.

The Bread Loaf School of English offers graduate courses in English literature and drama during a six-week summer session at Lincoln College, Oxford University. The same criteria for admission pertain as at the School of English. Courses at Lincoln College may be transferred toward the M.A. or M. Litt. degrees at the School of English.

The bulletin, issued each winter, contains further information about application and registration. Inquiries should be addressed to the Administrative Assistant of the Bread Loaf School of English, Middlebury College, Middlebury, VT 05753.

The Bread Loaf Writers' Conference is held at Bread Loaf in the middle of August. This Conference offers lectures, discussions, workshops and private consultations in fiction, nonfiction and poetry, but does not lead to a degree. Some of the leading writers in the country assemble to take part in the teaching and consulting activities. Full information is provided in the special bulletin, published each year in February. Inquiries should be addressed to the Secretary of The Writers' Conference.

The Language Schools. Graduate work leading to the Master of Arts Degree, Master of Modern Languages Degree and the Doctor of Modern Languages Degree is offered by the Middlebury College Language Schools of French, German, Italian, Russian and Spanish during the summer. In addition, courses for undergraduate and graduate credit provide intensive instruction in Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish. The Language Schools offer a rich experience in the spoken and written language as well as in literature, civilization, linguistics, social sciences, art history and foreign language pedagogy. Students may apply for a single summer at any level. Students are placed in courses most appropriate to their linguistic proficiency as determined by placement tests taken prior to registration, and some prospective graduate students may be required to take one or more courses at the advanced undergraduate level before beginning a full load of graduate work. An important ingredient of a summer of study at the Language Schools is the language pledge, a formal agreement to use only the language of study, both in and out of the classroom, for the entire length of the sessions.

Full information about the requirements for degrees and curriculum is given in the Middlebury College Language Schools catalogue. Complete information will be mailed upon request to the Language Schools. All specific inquiries for admission to the Language Schools should be directed to the individual school, Sunderland Language Center, Middlebury College, Middlebury, Vermont 05753.

The Schools Abroad. The Middlebury Schools in France, Germany, Italy, the Soviet Union and Spain are open to qualified graduate and undergraduate students. Each school is under the supervision of a resident director appointed by the College to oversee all aspects of the program and to assist students in settling in the foreign city. Courses are taught by professors and distinguished critics and scholars, either at the local universities or in classes and special seminars organized by Middlebury College. It is expected that all students will maintain the spirit of the summer language pledge while they are abroad. After spending the required preliminary summer on the Vermont campus, graduate students may complete their course of study for the Master of Arts degree in one of the schools abroad. All are expected to carry a full load of courses in the areas of language, humanities and social sciences. Stu-

dents in the Doctor of Modern Languages programs may elect to fulfill the required period of residency abroad by taking courses for credit in one of the schools or by auditing classes in preparation for the general examinations or engaging in a dissertation (or thesis) research.

(The program in Moscow is limited to one semester, either in fall or spring. Completion of the Master of Arts degree in Russian will normally require two summers of work following the program in Moscow. Students in the DML program should consult with the Director of the Russian School concerning research possibilities in the Soviet Union.)

The Degrees of Master of Modern Languages and Doctor of Modern Languages. In addition to the Master of Arts, the Language Schools also offer the advanced degrees of Master of Modern Languages (M.M.L.) and Doctor of Modern Languages (D.M.L.).

The degree of Master of Modern Languages is a post-M.A. degree designed to answer the needs of teachers and other individuals who wish to achieve a high level of proficiency and teaching skill either in two foreign languages (French, German, Italian, Russian, Spanish) or in a foreign language and English. The degree of Doctor of Modern Languages in the same languages differ from the traditional Ph.D. in that its emphasis is on a combination of scholarly and practical training. Detailed statements of the requirements for these degrees are available at the office of the Director of The Language Schools.

Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Development Program

In 1954, Middlebury began a development program to seek the additional funds necessary to provide increased teaching resources, academic facilities and scholarship aid. These additional funds continue to be essential to sustain Middlebury's educational objectives.

Middlebury is making a special effort to increase endowment critical to the current and future health of the College. Gifts and bequests for scholarships and faculty support for undergraduate and graduate programs are particularly important. Gifts of $25,000 and over are needed to establish endowed undergraduate scholarships while gifts of $10,000 and over can establish graduate scholarships for the Language Schools and the Bread Loaf School of English.

An endowed professorship is one of the most rewarding contributions that can be made to the College. Necessary funds for such an endowment range from $750,000 to $1,000,000 for a professorship spanning the academic year of the undergraduate college. Contributions in the $100,000 to $150,000 range can establish professorships for the Summer Language Schools. The endowed chairs currently established at Middlebury and the dates of their founding are as follows:

The Burr Professorship of Chemistry and Natural History (1829)
The John C. Baldwin Professorship of Mathematics and Natural Philosophy (1866)
The Levi P. Morton Professorship of Latin and French (1886-87)
The Beman Professorship of Mathematics (1893)
The James B. Jermain Professorship of Political Economy (1901)
The A. Barton Hepburn Women's Professorship (1908)
The George Nye and Anne Walker Boardman Professorship of Mental and Moral Science (1908)

The Paige-Wright Professorship of Economics (1913)
The Fletcher D. Proctor Professorship of American History (1918)
The Henry Norman Hudson Professorship of English (1920)
The A. Barton Hepburn Professorship of Economics (1922)
The John C. McCullough Professorship of Chemistry (1924)
The Julian W. Abernethy Professorship of American Literature (1933)
The Albert D. Mead Professorship of Biology (1949)
The George Adams Ellis Professorship of Liberal Arts (1956)
The Jean Thomson Fulton Professorship of Modern Languages and Literature (1963)
The Irene Heinz and John La Porte Given Professorship in Pre-medical Sciences (1966)
The Charles A. Dana Professorships (1966)
The Philip Battell Stewart and Sarah Frances Cowles Stewart Professorship (1970)
The Christian A. Johnson Professorship in Art History (1974)
The Christian A. Johnson Professorship in the Performing Arts (1974)
The William R. Kenan Jr. Professorship (1975)
The Christian A. Johnson Distinguished Professorship in Economics (1977)
The Frank and Eleanor Griffiths Professorships of Literature at the Bread Loaf School of English (1977)
The C. V. Starr Professorship in Linguistics and Language (1979)
The Fiftieth Anniversary Chair in the Italian School (1981)
The John M. Kirk Jr. Chair in Medieval Literature at the Bread Loaf School of English (1984)

Forms for Gifts and Bequests

The corporate title of Middlebury College is "The President and Fellows of Middlebury College."

The following forms are suggested:

GENERAL: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of---------- for the uses and purposes of the said Corporation."*

ENDOWMENT: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of---------- to be added to the General Endowment of the said Corporation."*

FOR A SPECIFIC PURPOSE: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of---------- to be known as the---------- Fund, the principal to be invested and reinvested in its discretion, and the income and capital appreciation therefrom to be used (or if the testator prefers — 'earned income only to be used') for the purpose of ---------- If at any time, in the judgment of the Trustees of the said Corporation, the need of income for such purpose no longer exists, The Trustees of the said Corporation shall be, and hereby are, authorized to use the income from the Fund for such purpose as shall in their judgment promote the interests of the College."*

President and Fellows

President and Fellows of the Corporation

Olin C. Robison, D.Phil. (Oxon)., LL.D., L.H.D. — Middlebury, VT
President of the College

Charter Trustees

(Calendar year indicates first date of election)

Allan R. Dragone, '50, A.B., M.B.A. (1978) — New York, NY
Chairman of the Board and
President of the Corporation
Vice Chairman of the Board, Burlington Industries, Inc.

Willard T. Jackson, '51, A.B., M.B.A. (1973) — New York, NY
Vice Chairman of the Board
Investment Counselor, Brundage, Story & Rose

W. Kyle Prescott, '49, A.B. (1978) — Montreal, Quebec
Vice Chairman of the Board
President-Owner, Prescott & Company Ltd.

Albert W. Coffrin, '41, A.B., LL.B. (1973) — Burlington, VT
Secretary of the Corporation
United States District Judge

Gladstone L. Chandler, Jr., '55, A.B., B.D. (1970) — New York, NY
Administrative Officer, The Riverside Church

John M. Kirk, '39, A.B. (1971) — Malden, MA
President-Owner, John M. Kirk Company

Debora Nye Eppler, '50, A.B., M.A. (1972) — Morris Township, NJ

Electra Bostwick McDowell, '55, A.B. (1974) — New York, NY

C. Irving Meeker, '50, A.B., M.D. (1979) — Portland, ME
Clinical Professor of Obstetrics and Gynecology
Tufts University College of Medicine
Chairman, Department of Obstetrics and Gynecology
Maine Medical Center

Robert P. Youngman, '64, A.B. (1980) — New York, NY
President, Granite State Corporation

Irvine O. Hockaday, A.B., J.D., LL.B. (1984) — Kansas City, MO
Executive Vice President, Hallmark Cards, Inc.

Jonathan O'Herron, A.B., M.B.A. (1980) — New York, NY
General Partner, Lazard Freres & Co.

Milton V. Peterson, '58, A.B. (1983) — Fairfax, VA
Owner, Milton V. Peterson Investment Company

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Term Trustees

	First Elected	*Term Expires*	
Khalid Ali Alturki, B.A., M.A., M.B.A. Owner and Managing Director Trading and Development Company	1979	1987	Dhahran, Saudi Arabia
A. Rita Chandellier Glavin, '58, A.B., J.D. Attorney, Glavin and Glavin	1978	1988	Waterford, NY
Patricia Judah Palmer, '57, A.B.	1982	1987	Wellesley Hills, MA
Richard I. Fricke, B.A., J.D. President and CEO National Life Insurance Company	1983	1988	Montpelier, VT

Alumni Trustees

Peter H. Zecher, '55, A.B. President-Owner Precision Multiple Controls, Inc.	1981	1985	Ridgewood, NJ
Catherine R. Fallon '57, A.B. Consultant and Research Associate Education Development Center	1982	1986	Weston, MA
Elizabeth C. Gilwee '60, A.B.	1982	1986	Perrysburg, OH
Dort A. Cameron III '67, A.B., M.B.A. President, Commercial Paper Inc.	1983	1988	New York, N.Y.
Kathryn E. Frazer, '73, A.B., M.A. President, Frazer Consulting Company	1984	1989	Denver, CO
Sabin C. Streeter, '63, A.B., M.B.A. Senior Vice President for Investment Banking Donaldson, Lufkin and Jenrette Securities Corp.	1984	1989	Chappaqua, NY

Trustees Emeriti

(Dates indicate election to Board of Trustees and effective date of emeritus status)

James I. Armstrong, Ph.D., LL.D., L.H.D., Litt.D. (1963, 1975)	South Berwick, ME
Mary Williams Brackett, '36, A.B., M.A., Ph.D., Litt.D., (1969, 1984)	Wilton, CT
Paris Fletcher, '24, B.S., LL.B., Sc.D., LL.D., (1956, 1973)	Worcester, MA
Alexander Hamilton Fulton (1964, 1978)	New York, NY
Alice Guest Howson, '30, A.B., M.A., Litt.D., (1948, 1979)	Poughkeepsie, NY
Arnold R. LaForce, '35, B.S., M.B.A., LL.D. (1961, 1980)	Gladstone, NJ
L. Douglas Meredith, A.B., M.A., Ph.D., LL.D. (1960, 1975)	Burlington, VT
Raymond J. Saulnier, '29, B.S., M.A., Ph.D., LL.D. (1958, 1979)	New York, NY

Hilton A. Wick, A.B., LL.B. (1969, 1984) Burlington, VT

William S. Youngman, A.B., J.D., LL.D. (1962, 1977) Vero Beach, FL

Officers of the Corporation

Allan R. Dragone, '50, A.B., M.B.A. New York, NY
Chairman of the Board
President of the Corporation

Willard T. Jackson, '51, A.B., M.B.A. New York, NY
Vice Chairman of the Board

W. Kyle Prescott, '49, A.B. Montreal, Quebec
Vice Chairman of the Board

Albert W. Coffrin, '41, A.B., LL.B. Burlington, VT
Secretary of the Corporation

David W. Ginevan, B.S., M.Ed., M.B.A. Middlebury, VT
Treasurer of the Corporation

Marles L. Railton Middlebury, VT
Assistant Secretary of the Corporation

Academic Administration and Staff (1984-1985)

(Calendar year indicates first date of appointment; second date appointment to present position)

President

President	Olin C. Robison, D.Phil. (Oxon)., LL.D., L.H.D. (1975)
Administrative Assistant to the President	Marles Railton (1975, 1983)

Academic Program

Provost and Vice President for Academic Affairs	Nicholas R. Clifford, A.B., M.A., Ph.D. (1966, 1979)
Administrative Assistant to the Provost	Sandra LeGault, A.B. (1977, 1984)
Vice President for Foreign Languages	Edward C. Knox, A.B., Ph.D. (1969, 1982)
Dean of the College	Steven C. Rockefeller, A.B., B.D., Ph.D. (1970, 1981)
Vice President for Academic Planning and Development	Bruce B. Peterson, A.B., Ph.D. (1962, 1984)
Dean of the Faculty	Robert L. Gleason, A.B., Ph.D. (1960, 1982)
Associate Dean of Sciences	Walter A. Moyer, Jr., B.S., Ph.D. (1951, 1981)
Secretary of the Faculty	Jean MacFadden A.B. (1977)
Director of Athletics	G. Thomas Lawson, B.S. (1969, 1977)
Director of Academic Computing	Andrew Fowler, A.B., M.P.A. (1984)
Associate Director of Academic Computing	Thomas Copeland, A.B., Ph.D. (1979)
Librarian	Ronald Rucker, A.B., M.A., M.L.S. (1976)
Associate Librarian	Hans Raum, A.B., M.L.S. (1975, 1977)
Reference Librarian/ Science Librarian	Susan W. Tucker, A.B., M.L.S. (1976, 1978)
Instruction Librarian	Steven Plum, A.B., M.A. (1983)
Abernethy Curator and Archivist	Robert Buckeye, A.B., M.A., M.L.S. (1971)
Catalog Librarian	Stephen Slovasky, A.B., M.A., M.L.S. (1980)
Collection Department Librarian	Joanne Lopez, A.B., M.L.S. (1981)
Music Librarian	Jeffrey Rehbach A.B., M.A., M.L.S. (1981)

Technical Adviser to the Director of the Language Schools	James W. Dodge, A.B., M.A. (1971, 1974)
Technical Director of the Theater	J. Richard Forman, A.B. (1970, 1976)

Student Services

Dean of Students	Erica B. Wonnacott, A.B., M.A. (1968, 1970)
Associate Dean of Students	Karl L. Lindholm, A.B., M.A., Ph.D. (1976)
Assistant Dean of Students	Arlinda Ardister, A.B., M.A. (1980)
Director of Residential Life	Francis T. Kelley, A.B., S.T.L. (1983)
Chaplain	Reverend Charles P. Scott, A.B., B.D. (1951)
Director of Admissions	Fred F. Neuberger, A.B. (1955, 1964)
Associate Director of Admissions	Herbert F. Dalton, Jr., A.B., M.A., Ed.M. (1979, 1982)
Associate Director of Admissions	Lynde S. Karin, A.B. (1979)
Associate Director of Admissions	Jo Ann Lindholm, A.B. (1977, 1982)
Associate Director of Admissions	Carolyn L. Perine, A.B. (1973, 1982)
Associate Director of Admissions	Bertram D. Phinney, A.B. (1973, 1982)
Associate Director of Admissions and Director of Minority Recruitment	James H. Williams, Jr., A.B. (1983)
Special Assistant to Director of Admissions	Eleanor H. Collins (1964)
Assistant Director of Admissions	F. Bart Gummere, A.B. (1983)
Director of Campus Security	Fred F. Spencer, Jr. (1969)
Director of Career Counseling and Placement	T.B.A.
Associate Director of Career Counseling and Placement	Joan E. O'Connell, A.B., M.Ed. (1980)
Assistant Director of Career Counseling and Placement	Darlyn P. Martin (1963, 1975)
Director of Counseling Services	Gary F. Margolis, A.B., Ph.D. (1972)
Assistant Director of Counseling Services	Marianna McShane, A.B., M.A. (1982)
Director of Undergraduate Records	Lucinda A. Rigg (1976, 1983)
Director of Financial Aid	Patricia M. Jamison, A.B., M.Ed. (1981)
Assistant Director of Financial Aid	T.B.A.
Financial Aid Adviser	Kathleen O'Meara (1981)
Director of Sports Medicine	Frank O. Bruch, A.B., M.D., (1977)
Director of the George Parton Health Center	Susan Kalma, A.B., F.N.P., M.S.N. (1982)
Student Activities Director	Jacqueline S. Flickinger (Mrs.) (1967, 1973)
Student Employment Coordinator; International Student Adviser	Dorel Shannon, A.B. (1983)

Development, Alumni Relations

Vice President for Development	Clarence W. Leeds, III, B.S. (1981)
Director of Development for Capital and Planned Giving	David G. Rahr, A.B. (1982, 1984)
Senior Development Officer	Gordon C. Perine, A.B. (1951, 1984)
Director of Alumni Relations	Hugh W. Marlow, A.B. (1980)
Director of Public Affairs	Ronald Nief, A.B. (1976, 1978)
Director of Annual Funds	Mona M. Wheatley, A.B., M.Ed. (1980)
Editor, News Services	Max P. Petersen, A.B. (1962)

Business Management

Treasurer	David W. Ginevan, B.S., M.Ed., M.B.A. (1973, 1983)
Assistant Treasurer	Richmond G. Littlefield, B.S., M.B.A., C.P.A. (1967, 1976)
Purchasing Agent	Howard W. Brush (1980, 1983)
Personnel Director	Roger E. Cole, A.B., M.B.A. (1974)
Plant Engineer	Harvey N. Drinkwine (1956, 1967)
Assistant Personnel Director	Shirley Fisler (1974, 1984)
Director of Data Processing	Norman D. Hadley, A.B. (1966, 1968)
Manager of Custodial Services	Virginia C. Hall (1974, 1980)
Publications Coordinator Reprographics Manager	Norma T. Jean (1983)
Manager of Golf Course, Snow Bowl	Howard R. Kelton (1969, 1979)
Comptroller	John J. Palmeri, B.B.A., C.P.A. (1977)
Manager of College Store	Carl Peabody, B.S. (1962, 1964)
Director of Budget Administration	Rhoda M. Rader (1979, 1984)
Supervisor of Mailing Services	Eileen M. Rollinson (1969)
Business Manager	James D. Ross, A.B., M.B.A. (1956, 1964)
Director of Food Services	Gary M. Starr, B.S. (1977)
Assistant Director of Technical Support	Arthur J. Thorne (1968, 1980)
Book Department Manager, College Store	John C. Tulley (1970, 1975)
Superintendent of Maintenance and Operations	Gerald Vaillancourt (1983)
College Forester	Stephen W. Weber, B.A., M.S. (1978, 1980)
Director of Operations	George W. Whitney, Jr., A.B. (1973, 1983)
Director of Physical Plant	Jon C. Woodbury, B.S. (1978)

Athletic Program

Director of Athletics	G. Thomas Lawson, B.S. (1969)
Asst. Director of Athletics; Coach: Men's Basketball, Spring Golf	Russell L. Reilly (1977)

Coach: Skiing, Cross-Country; Asst. Coach: Track	Terry L. Aldrich, B.S. (1975)
Coach: Baseball, Men's Hockey, Fall Golf	Wendell F. Forbes, A.B. (1962)
Asst. Coach: Cross-Country	T.B.A.
Coach: Women's Basketball, Women's Lacrosse; Asst. Coach: Field Hockey	Frances "Patty" Foster, B.S., M.S. (1983)
Brown Pool Director	Joan T. Greiner, B.S., M.S. (1960)
Coach: Men's Lacrosse; Asst. Coach: Football	James A. Grube, A.B. (1978)
Coach: Football, Men's Tennis	Michael G. Heinecken, B.S., M.Ed. (1973)
Coach: Women's Soccer	T.B.A.
Coach: Field Hockey, Women's Swimming	Carson Hopkinson, B.S. (1977)
Coordinator of Women's Athletics; Physical Education Director; Director of Intramurals	Mary E. Lick, A.B., M.S. (1956)
Athletic Trainer	David P. Matthews (1983)
Coach: Men's Soccer, Women's Squash; Asst. Coach: Tennis	Ronald W. McEachen, B.S., M.Ed. (1974)
Coach: Men's Swimming	Donald McIntosh, B.S. (1980)
Physical Therapist	Susan E. Murphy, A.B. (1976)
Coach: Women's Hockey; Asst. Coach: Football, Men's Lacrosse	Robert D. Ritter, A.B. (1982)
Coach: Alpine Skiing	Michael Schoenfeld, A.B. (1981)
Asst. Coach: Women's Tennis	T.B.A.
Coach: Women's Tennis; Asst. Coach: Women's Lacrosse	Gail Smith, A.B. (1977)
Coach: Track; Asst. Coach: Football	Robert L. Smith, A.B., M.A. (1979)
Asst. Coach: Men's Hockey	T.B.A.
Athletic Trainer	Richard W. Waterman (1956)
Coach: Women's Basketball; Asst. Coach: Field Hockey, Women's Lacrosse	Anne M. Weaver, A.B. (1984)
Asst. Coach: Alpine Skiing	T.B.A.
Asst. Coach: Men's Soccer	T.B.A.

Language Schools, Bread Loaf

Vice President for Foreign Languages, Director of Language Schools	Edward C. Knox, Ph.D. (1982)
Assistant to the Director	David Rowe, M.A. (1983)
Director of the School of Arabic	Peter F. Abboud, Ph.D. (1982)
Dean of the School of Arabic	Thomas Huber, Ph.D. (1983)
Director of the Bread Loaf School of English	Paul M. Cubeta, Ph.D. (1964)
Director of the Bread Loaf Writers' Conference	Robert Pack, M.A. (1972)

Administrative Director of the Bread Loaf Writers' Conference	Stanley P. Bates, Ph.D. (1978)
Director of the Chinese School	Chin-p'ing Chou, Ph.D. (1984)
Dean of the Chinese School	Gregory Kuei-ke Chiang (1983)
Director of the French School	Jean Carduner, Ph.D. (1971)
Dean of the French School	Mireille Barbaud, Ph.D. (1984)
Director of the School in France: Paris	Carol Rifelj, Ph.D. (1984)
Director of the German School	Gerard Schneilin, Doctorat d'Etat (1971)
Dean of the German School	Thomas Huber, Ph.D. (1971)
Director of the School in Germany: Mainz	C. Andrew Weeks, Ph.D. (1983)
Director of the Italian School	Clavio F. Ascari, D.Lett. (1978)
Dean of the Italian School	Ugo Skubikowski, Ph.D. (1981)
Director of the School in Italy: Florence	Anna L. Barsanti (1976)
Director of the Japanese School	Seiichi Makino, Ph.D. (1977)
Dean of the Japanese School	Gregory Kuei-ke Chiang (1983)
Director of the Spanish School	Randolph Pope, Ph.D. (1982)
Dean of the Spanish School	Roberto Véguez, Ph.D. (1980)
Director of the School in Spain: Madrid	Eduardo Camacho, Ph.D. (1972)
Director of the Russian School	David Bethea, Ph.D. (1981)
Dean of the Russian School	Thomas Beyer, Ph.D. (1981)
Director of the School in the Soviet Union: Moscow	Gregory Allar, Ph.D. (1984)

The Faculty (1984-85)

Olin C. Robison, A.B., Baylor; D.Phil. (Oxon)., Oxford; LL.D., Baylor; L.H.D., Monterey Institute
President, and Professor of Political Science (1975)

Nicholas R. Clifford, A.B., Princeton; M.A., Ph.D., Harvard
Provost (1981); Vice President for Academic Affairs (1979); Professor of History (1966)

Edward C. Knox, A.B., Wesleyan, Ph.D., Yale
Vice President for Foreign Languages; Director of Language Schools (1982); Jean Thomson Fulton Professor of Modern Languages and Literature (1969)

Bruce B. Peterson, A.B., Middlebury; Ph.D., Syracuse
Vice President for Academic Development and Planning (1984); Professor of Mathematics (1962)

Steven C. Rockefeller, A.B., Princeton; B.D., Union Theological Seminary; Ph.D., Columbia
Dean of the College (1981); Professor of Religion (1971)

Robert W. Gleason, A.B., Middlebury; Ph.D., Massachusetts Institute of Technology
Dean of the Faculty (1984); Professor of Chemistry (1960)

Eve Adler, A.B., Queens College; M.A., Brandeis; Ph.D., Cornell
Associate Professor of Classics (1977)

Paul J. Albanese, B.S., SUNY at Brockport; M.A., Ph.D., Harvard
Assistant Professor of Economics (1983)

Terry L. Aldrich, B.S., St. Lawrence
Assistant Professor of Physical Education (1975)

Douglas B. Anderson, A.B., Kenyon College; M.F.A., University of Nebraska
Visiting Assistant Professor of Theatre (1983)

Glenn M. Andres, B.Arch., Cornell; M.F.A., Ph.D., Princeton
Christian A. Johnson Professor of Art (1970)

Alicia Andreu, A.B., Chapman; M.A., Wisconsin; Ph.D., Oregon
Associate Professor of Spanish (1976)

David H. Andrews, A.B., Ohio Wesleyan; M.A., Ph.D., Cornell
Professor of Anthropology (1968)

David B. Audretsch, A.B., Drew; M.S., Ph.D., University of Wisconsin
Assistant Professor of Economics (1980)

Alexandra Baker, A.B., Hunter; M.A., Indiana
Lecturer in Russian (1972)

Lynne R. Baker, A.B., M.A., Ph.D., Vanderbilt
Professor of Philosophy (1976)

Robert L. Baker, A.B., Colorado; M.A., Ph.D., Michigan
Professor of Russian (1967)

Brewster Baldwin, A.B., Williams; M.A., Ph.D., Columbia
Professor of Geology (1958)

Mireille Barbaud, Ph.D., University of Paris X
Assistant Professor of French (1979)

Simon Barenbaum, Ph.D., Brown
George Adams Ellis Professor of French (1970)

Stanley P. Bates, A.B., Dartmouth; A.B., M.A., Oxford; M.A., Ph.D., Harvard
Professor of Philosophy (1971); Administrative Director of the Bread Loaf Writers' Conference (1978)

Barbara L. Bellows, A.B., M.A., University of South Carolina
Assistant Professor of History (1983)

John David Berninghausen, A.B., University of Minnesota; M.A., Ph.D., Stanford
Associate Professor of Chinese (1976)

John Anthony Bertolini, A.B., Manhattan; M.A., Ph.D., Columbia
Associate Professor of English (1975)

Thomas R. Beyer, Jr., B.S., Georgetown; M.A., Ph.D., University of Kansas
Associate Professor of Russian (1975)

Priscilla Bremser, A.B., Smith; M.A., Ph.D., Johns Hopkins
Visiting Assistant Professor of Mathematics (1984)

David A. Bumbeck, B.F.A., Rhode Island School of Design; M.F.A., Syracuse
Professor of Art (1968)

James P. Butler, Jr., B.F.A., Rhode Island School of Design; M.F.A., Indiana University
Assistant Professor of Art (1981)

Kitty C. Calavita, A.B., M.A., Ph.D., University of Delaware
Assistant Professor of Sociology (1979), on leave fall term 1984–85

Raymond Francis Carney, Jr., A.B., Harvard; Ph.D., Rutgers
Assistant Professor of English (1978)

L. Tarin Chaplin, A.A., Moorpark Jr. College; A.B., Pennsylvania State University; M.A., University of California, Los Angeles
Assistant Professor of Dance (1981), part-time

Gregory Chiang Kuei-ke, A.B., National Taiwan University; M.A., University of Vermont
Lecturer in Chinese (1976)

Robert R. Churchill, B.S., M.S., Northern Illinois University; Ph.D., University of Iowa
Assistant Professor of Geography (1978), on leave fall and winter terms 1984–85

Michael Paul Claudon, A.B., University of California, Berkeley; Ph.D., Johns Hopkins
Professor of Economics (1970)

Janine Clookey, B.S., Suny at Buffalo; M.S., Brown
Visiting Instructor in Mathematics (1984)

Dale Cockrell, B.M., M.M., Ph.D., University of Illinois
Assistant Professor of Music (1979)

Raymond A. Coish, B.S., Memorial University of Newfoundland; Ph.D., University of Western Ontario
Assistant Professor of Geology (1979), on leave winter and spring terms 1984–85

David C. Colander, A.B., M.A., M.Phil., Ph.D., Columbia
Christian A. Johnson Visiting Professor of Economics (1982)

Thomas Copeland, A.B., Hamilton; Ph.D., Brown
Associate Director of Academic Computing with rank of Associate Professor of Mathematics (1979)

Richard Cornwall, A.B., Princeton; Ph.D., University of California, Berkeley
Professor of Economics (1977)

Susan C. Cowart, A.B., M.A., University of Georgia; Ph.D., University of Iowa
Assistant Professor of Geography (1982)

Paul M. Cubeta, A.B., Williams; Ph.D., Yale
College Professor of Humanities (1952); Director of the Bread Loaf School of English (1964)

Eric L. Davis, A.B., Brown; M.A., Ph.D., Stanford
Associate Professor of Political Science (1980)

Vicki J. R. DeMara, A.B., C.W. Post; M.A., University of California, Berkeley
Visiting Instructor in Italian (fall term 1984)

John P. DesRosier, A.B. College of St. Thomas; M.S., Ph.D., University of Washington
Assistant Professor of Biology (1983)

Richard H. Dollase, A.B., Brown; M.A.T., C.A.S., Wesleyan; D.Ed., Boston University
Director of Teacher Education with rank of Associate Professor (1982)

Stephen Donadio, A.B., Brandeis; M.A., The Sorbonne; Ph.D., Columbia
Professor of American Literature (1977)

David R. Dorman, B.S., Hobart; Sc.M., Brown
Assistant Professor of Mathematics (1984)

Murray P. Dry, A.B., M.A., Ph.D., University of Chicago
Professor of Political Science (1968)

Jeffrey S. Dunham, B.S., University of Washington; M.S., Ph.D., Stanford
Assistant Professor of Physics (1983)

Stephanie S. Eberhart, A.B., Mills College; M.A., Brandeis
Visiting Instructor in French (1983)

Kenneth V. Egan, A.B., University of Montana; M.A., University of Wisconsin
Visiting Instructor in American Literature (1984)

John Clark Elder, A.B., Pomona; Ph.D., Yale
Associate Professor of English (1973)

John David Emerson, A.B., University of Rochester; M.S., Ph.D., Cornell
Associate Professor of Mathematics (1973)

Elizabeth Endicott-West, A.B., Trinity College; M.A., Princeton; M.A., Yale; Ph.D., Princeton
Visiting Assistant Professor of History (1983)

Albert H. Ewell, Jr., A.B., Haverford; Ph.D., New York University
Professor of Psychology (1952)

Emory M. Fanning, B.M., Oberlin; M.M., Illinois; Mus.A.D., Boston University
Professor of Music (1967)

Robert L. Ferm, A.B., College of Wooster; B.D., Yale Divinity School; Ph.D., Yale
Professor of Religion (1964-65, 1969)

Wendell F. Forbes, A.B., Middlebury
Associate Professor of Physical Education (1962)

Frances G. Foster, B.S., University of Maryland; M.Sc., Indiana University
Instructor in Physical Education (1983)

Andrew Fowler, B.S., Clarkson College of Technology; Masters in Public Administration, University of Northern Colorado
Director of Academic Computing with rank of Associate Professor of Mathematics (1984)

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Philippe France, DEU, Licence ès Lettres, Maitrise ès Lettres, Université Lille III
Visiting Instructor in French (1983)

David S. George, A.B., M.A., Ph.D., University of Minnesota
Assistant Professor of Spanish (1978)

Fabio Girelli-Carasi, A.B., M.A., University of Wisconsin
Visiting Instructor in Italian (1984)

William E. Glassley, A.B., University of California, San Diego; M.S., Ph.D., University of Washington
Associate Professor of Geology (1976)

Peter Goreau, B.Sc., Bristol University; Dr. Sc., Massachusetts Institute of Technology
Assistant Professor of Geology (1980)

Robert K. Gould, B.S., University of Maine; M.S., Ph.D., Brown
Professor of Physics (1968)

Herman S. Gray, A.B., Florida A & M University; M.A., Washington State University; Ph.D., University of California, Santa Cruz
Visiting Assistant Professor of Sociology (1984)

Joan Towne Greiner, B.S., Skidmore; M.S., Smith
Professor of Physical Education, on Associate Status (1960)

James C. Griesheimer, B.M., B.S., Ohio State University; M.M., Arizona State University
Instructor in Music (1976)

James A. Grube, A.B., Lebanon Valley College
Assistant Professor of Physical Education (1978)

Rudolf K. Haerle, Jr., A.B., Dartmouth; M.A., Ph.D., University of Chicago
Professor of Sociology (1962–66, 1967)

Joanna S. Hall, A.B., Boston University; M.Ed., Lesley
Lecturer in Teacher Education (1980)

Lucy E. Harding, B.S., Stanford; M.S., Ph.D., University of Arizona
Assistant Professor of Geology (1984)

William Harris, A.B., Ph.D., Harvard
Professor of Classics (1956)

Ursula Margarete Heibges, A.B., Catholic University of America; M.A., Columbia; Ph.D., Bryn Mawr
Associate Professor of Classics, on Associate status (1961)

Michael George Heinecken, B.S., M.Ed., University of Delaware
Assistant Professor of Physical Education (1973)

Jeannine Heny, A.B., M.A., University of Massachusetts, Amherst; Ph.D., University of Pennsylvania
Assistant Professor of Linguistics (1982)

Robert Webber Hill, Jr., A.B., M.A., Ph.D., Harvard
Professor of English (1966)

Carson L. Hopkinson, B.S., Springfield College
Assistant Professor of Physical Education (1977)

Thomas Huber, M.A., University of Vermont; M.A., Ph.D., Princeton
Professor of German (1966)

John Michael Hunisak, A.B., Williams; M.A., Ph.D., New York University
Professor of Art (1970)

J. Rowland Illick, A.B., Syracuse; Ph.D., Harvard
Professor of Geography (1946)

Travis B. Jacobs, A.B., Princeton; M.A., Ph.D., Columbia
Professor of History (1965), on leave winter and spring terms 1984–85

Joanne Jacobson, A.B., University of Illinois, Urbana; M.A., Ph.D., University of Iowa
Assistant Professor of American Literature and Civilization (1981)

Lee R. Jones, B.S., Indiana University of Pennsylvania; M.S., Utah State University
Visiting Instructor in Biology (fall term 1984)

Susan Kegley, B.S., University of Richmond; Ph.D., University of North Carolina
Visiting Assistant Professor of Chemistry (1983)

Constance N. Kenna, A.B., Elmira; M.A., Yale
Lecturer in German (part-time) (1978)

Huguette Knox, M.A., University of Aix-en-Provence
Lecturer in French (part-time) (1982)

Michael Kraus, A.B., University of Colorado; M.A., Princeton
Instructor in Political Science (1980)

Marjorie E. Lamberti, A.B., Smith; M.A., Ph.D., Yale
Charles A. Dana Professor of History (1964), on leave 1984–85

C. Randall Landgren, A.B., Albion College; M.A., Ph.D., Harvard
Associate Professor of Biology (1977)

Michele R. LaRusch, A.B., California State University, Northridge; M.A., Ph.D., University of California, Los Angeles
Assistant Professor of Philosophy (1979), on leave 1984–85

G. Thomas Lawson, B.S., Springfield College
Professor of Physical Education (1969); Director of Athletics (1977)

Sydney Lea, A.B., M.A., Ph.D., Yale
Visiting Associate Professor of English (part-time) (1980), on leave 1984–85

Diane Legomsky, A.B., University of North Carolina, Chapel Hill; M.A., Northwestern
Instructor in Classics (1984)

Russell J. Leng, A.B., Middlebury; Ph.D., American University
Professor of Political Science (1966)

Mary E. Lick, A.B., Lake Erie; M.S., Smith
Professor of Physical Education (1956); Director of Physical Education (1974)

Ronald D. Liebowitz, A.B., Bucknell; M.A., Columbia
Instructor in Geography (1984)

Karl Lindholm, A.B., Middlebury; M.A., Ph.D., Case Western Reserve
Assistant Professor of American Literature (part-time) (1981)

David J. Littlefield, A.B., Spring Hill; M.A., Ph.D., Yale
Philip Battell Stewart and Sarah Frances Cowles Stewart Professor of English (1953-56, 1959)

Donald S. Lopez, Jr., A.B., M.A., Ph.D., University of Virginia
Associate Professor of Religion (1980)

David A.J. Macey, A.B., Brooklyn College; M.A., M.Phil., Ph.D., Columbia
Assistant Professor of History (1978)

Veronica Makowsky, A.B., Connecticut College; M.A., Ph.D., Princeton
Assistant Professor of American Literature (1981), on leave 1984–85

Gary Margolis, A.B., Middlebury; Ph.D., SUNY at Buffalo
Associate Professor of English (part-time) (1972)

Edward Alexander Martin, A.B., Princeton; M.A., Ph.D., Columbia
Professor of English (1961)

Robert P. Martin, B.S., M.S., Central Connecticut State; M.A., Ph.D., University of Maryland
Associate Professor of Mathematics (1976), on leave 1984–85

Tomoko Masuzawa, A.B., International Christian University, Tokyo; M.A., Yale; M.A., University of California, Santa Barbara
Visiting Instructor in Religion (1984)

John M. McCardell, Jr., A.B., Washington and Lee; Ph.D., Harvard
Associate Professor of History (1976)

Kathleen McDermott, A.B., CUNY; M.A., Ph.D., University of California, Berkeley
Assistant Professor of Anthropology (1983)

Duncan J. McDonald, B.S., McGill; M.A., Harvard
Professor of Biology (1967)

Ronald W. McEachen, B.S., West Virginia University
Assistant Professor of Physical Education (1974)

Caryn N. McHose, B.F.A. University of Connecticut
Lecturer in Dance (part-time) (1980)

John P. McWilliams, Jr., A.B., Princeton; M.A., Ph.D., Harvard
Professor of American Literature (1977), on leave 1984–85

Gary G. Meyers, A.B., Pomona; M.A., Claremont Graduate School; Ph.D., Stanford
Assistant Professor of Political Science (1984)

Jane A. Miller, A.B., Macalester College; M.A., Ph.D., University of Michigan
Assistant Professor of Russian (1978)

Susan Mitchell, A.B., Wellesley; M.A., Georgetown; Ph.D., Columbia
Visiting Assistant Professor of English (1983)

Hiroshi Miyaji, A.B., Kyoto University; M.A., Ph.D., Stanford
Professor of Oriental Languages and Culture (1980)

Paul Monod, A.B., Princeton; M.A., M. Phil., Yale
Visiting Instructor in History (1984)

Walter A. Moyer, Jr., B.S., Philadelphia College of Pharmacy; Ph.D., University of Delaware
Professor of Chemistry (1951-71), Associate Dean of Sciences (1981)

David Napier, B. Phil., University of Louvain; M. Litt., D. Phil., Oxford
Dana Faculty Fellow in Art and Anthropology with rank of Assistant Professor (1984)

Elizabeth Napier, A.B., Kalamazoo College; M.A., Ph.D., University of Virginia
Assistant Professor of English (1978)

Bruce Nelson, A.B., Princeton; M.A., Ph.D., University of California, Berkeley
Visiting Assistant Professor of History (1984)

Eric G. Nelson, A.B., University of Illinois; M.A., M.F.A., University of Iowa
Assistant Professor of Art (1978)

Margaret K. Nelson, A.B., Swarthmore; Ph.D., Columbia
Associate Professor of Sociology (1975)

Paul E. Nelson, A.B., Augustana; M.A., Ph.D., University of Chicago
Professor of Political Science (1963)

Fred F. Neuberger, A.B., Middlebury
Director of Admissions (1955)

Amy W. Newhall, A.B., University of California, Berkeley; M.A., American University of Cairo
Visiting Instructor in Art (fall term 1984)

Victor L. Nuovo, A.B., Hope; B.D., New Brunswick Theological Seminary; Ph.D., Columbia
Professor of Philosophy (1962)

Jane Margaret O'Brien, A.B., Vassar; Ph.D., University of Delaware
Assistant Professor of Chemistry (1980)

Nancy M. O'Connor, A.B., Swarthmore; Ph.D., Cornell
Associate Professor of French (1977)

Judith Olinick, A.B., University of Michigan; Ph.D., University of Wisconsin
Lecturer in Russian (part-time) (1978)

Michael Olinick, A.B., University of Michigan; M.A., Ph.D., University of Wisconsin
Professor of Mathematics (1970)

Andrea Olsen, A.B., Millikan University; M.F.A., University of Utah
Visiting Assistant Professor of Dance (1982)

Bob Osborne, B.S., University of Tennessee; Ph.D., McMaster University
Assistant Professor of Psychology (1979)

Robert Pack, A.B., Dartmouth; M.A., Columbia
Julian W. Abernethy Professor of American Literature (1964); Director of the Bread Loaf Writers' Conference (1972)

Jay Parini, A.B., Lafayette; B.Phil., Ph.D., University of St. Andrews
Associate Professor of English (1982)

Edward S. Perry, A.B., Baylor; M.A., Ph.D., University of Iowa
Professor of Theatre and Art (1978), on leave winter and spring terms 1984–85

Edwin L. Pool, B.S., Ph.D., Iowa State
Professor of Chemistry (1954)

Chandler A. Potter, A.B., Amherst, M.F.A., Yale
Professor of Drama (1956)

Kirsten H. Powell, B.F.A. Ohio Wesleyan; M.Ed., Lehigh; M.A., University of Delaware; M.Phil., Columbia
Instructor in Art (1983)

David Price, A.B., Amherst; M.A., Ph.D., Princeton
Associate Professor of English (1970)

Henry B. Prickitt, A.B., Amherst; Ph.D., Harvard
Henry Norman Hudson Professor of English, on Associate Status (1948)

Martine Prieto, M.A., The Sorbonne
Visiting Assistant Professor of French (part-time) (1977)

René Prieto, M.A., The Sorbonne; Ph.D., Stanford
Assistant Professor of Spanish (1977)

Robert Prigo, A.B., M.A., Ph.D., University of California, Santa Barbara
Assistant Professor of Physics (1980)

David Langdon Prouty, A.B., Colgate; Ph.D., Tulane
Professor of Psychology (1959)

Daniel Reagan, A.B., University of Wisconsin; M.A., University of New Hampshire
Visiting Instructor in American Literature (1984)

Jonathan Reichert, B.S., Case Institute of Technology; Ph.D., Washington University
Visiting Professor of Physics (part-time) (1984)

Russell L. Reilly, A.B., Bates; M.Ed., Boston University
Assistant Professor of Physical Education (1977); Assistant Director of Athletics (1983)

I. David Reingold, A.B., Dartmouth; Ph.D., University of Oregon
Assistant Professor of Chemistry (1979)

Marc Riess, A.B., SUNY at Stony Brook; M.A., Ph.D., University of Florida
Assistant Professor of Psychology (1978)

Carol Rifelj, A.B., M.A., Ph.D., University of Wisconsin
Professor of French (1972), Director of the School in France, Paris (1984)

Robert D. Ritter, A.B., Middlebury
Instructor in Physical Education (1982)

Thomas M. Root, B.S., University of Detroit; M.S., Ph.D., University of Wyoming
Assistant Professor of Biology (1979), on leave fall and winter terms 1984–85

David A. Rosenberg, B.S., University of Pennsylvania; M.P.A., Ph.D., Cornell
Associate Professor of Political Science (1972)

Ronald E. Rucker, A.B., Pomona; M.A., Harvard; M.L.S., University of California, Berkeley
Librarian with rank of Professor (1976)

Bruce E. Sagan, B.S., California State University; Ph.D., Massachusetts Institute of Technology
Assistant Professor of Mathematics (1983)

George B. Saul, II, A.B., M.A., Ph.D., University of Pennsylvania
Charles A. Dana Professor of Biology (1967)

Sheldon C. Sax, A.B., Commerce University of Toronto; M.A., Simon Fraser University
Visiting Instructor in Economics (1984)

Michael Schoenfeld, A.B., Middlebury; M.A., University of Vermont
Instructor in Physical Education (1982)

Claire E. Schub, A.B., M.A., Princeton
Assistant Professor of French (1981)

Peter Schumer, B.S., M.S., Rensselaer Polytechnic Institute; Ph.D., University of Maryland
Visiting Assistant Professor of Mathematics (1983)

Charles P. Scott, A.B., Ohio State; B.D., Princeton Theological Seminary
Chaplain and Professor of Religion (1951)

Kathleen Skubikowski, A.B., University of Colorado; M.A., Indiana University
Visiting Lecturer in English

Ugo Skubikowski, A.B., George Washington; M.A., University of Colorado; Ph.D., Indiana
Assistant Professor of Italian (1981); Dean of the Italian School (1981), on leave 1984–85

David K. Smith, A.B., Middlebury; Ph.D., Harvard
Alumni Professor of Economics (1950)

Robert L. Smith, A.B., University of Delaware; M.A., University of Maine, Orono
Instructor in Physical Education (1979)

Paul M. Sommers, A.B., University of California, Santa Cruz; M.A., University of Michigan; Ph.D., University of California, San Diego
Associate Professor of Economics (1976)

Stephen F. Sontum, A.B., Southern Lutheran College; Ph.D., University of California, Davis
Visiting Assistant Professor of Chemistry (1983)

M. Kimberly Sparks, A.B., Ph.D., Princeton
Charles A. Dana Professor of German (1966)

John Spencer, A.B., Princeton; M.A., Ph.D., Columbia; Litt.D., Atlanta University
Professor of History (1974)

Douglas C. Sprigg, A.B., M.A., Ph.D., University of Michigan
Associate Professor of Theatre (1975)

Bryan St. John Schofield
Visiting Lecturer in Theatre (part-time) (1984)

Anthony J. Tamburri, B.S., Southern Connecticut State College; M.A., Middlebury; Ph.D., University of California, Berkeley
Visiting Assistant Professor of Italian (1984)

Kenneth A. Taylor, A.B., Notre Dame
Visiting Instructor in Philosophy (1983)

Betsy K. Thurber, A.B., University of Vermont
Lecturer in Teacher Education (part-time) (1972)

Pardon E. Tillinghast, A.B., Brown; Ph.D., Harvard
Charles A. Dana Professor of History (1947)

Van Horn Vail, A.B., University of Washington; M.A., Ph.D., Princeton
Professor of German (1966)

George B. Todd, A.B., Amherst; M.B.A., Stanford; M.F.A., Princeton
Christian A. Johnson Professor of Music (1965)

Roberto A. Véguez, B.S., Columbia; M.A., Ph.D., University of Wisconsin
Associate Professor of Spanish (1972)

Jing Wang, A.B., National Taiwan University; M.A., University of Michigan
Instructor in Chinese (1982)

Christopher D. Watters, B.S., Notre Dame; M.A., Ph.D., Princeton
Irene Heinz and John LaPorte Given Professor of Pre-Medical Sciences (1968)

Anne M. Weaver, B.S., Springfield College
Instructor in Physical Education (1984)

C. Andrew Weeks, A.B., M.A., Ph.D., University of Illinois, Urbana
Assistant Professor of German (1981), Director of the School in West Germany, Mainz (1983)

John Wilders, M.A., Ph.D., Cambridge University
John Hamilton Fulton Visiting Professor of the Humanities (1984)

Christopher Wilson, A.B., Illinois Wesleyan; M.A.R., Yale Divinity; M.A., Yale; M.Phil., Ph.D., Yale
Assistant Professor of Art (1979), on leave fall and winter terms 1984–85

P. Frank Winkler, Jr., B.S., California Institute of Technology; M.A., Ph.D., Harvard
William R. Kenan Professor of Physics (1969)

Richard L. T. Wolfson, A.B., Swarthmore; M.S., University of Michigan; Ph.D., Dartmouth
Associate Professor of Physics (1976)

Erica B. Wonnacott, A.B., Drew; M.A., Columbia
Dean of Students (1970)

Howard Eugene Woodin, B.S., M.S., Union; Ph.D., Purdue
Professor of Biology (1953)

Oliver Larry Yarbrough, A.B., Birmingham-Southern College; B.A. (M.A.) Cambridge University; M.Div., Candler School of Theology, Emory University; M.Phil., Ph.D., Yale
Visiting Instructor in Religion (1983)

Steven B. Young, A.B., Middlebury; M.S., University of Alaska; Ph.D., Harvard
Adjunct Professor of Biology (1977)

Patricia Zupan, A.B., Duquesne University; M.A., Ph.D., Indiana University
Assistant Professor of Italian (1982)

Assistants in Instruction

Catherine De Baritault
Assistant in French (part-time), Directress of the Chateau (1984)

Harry T. L. Ernevad, Gotesborg Tekniska Inst., Gotesborg Universitet
Assistant in Chemistry (1977)

Harry A. Lawrence, A.B., Rutgers; M.A., Montclair State College; Ed.D., Rutgers
Assistant in Teacher Education (part-time) (1983)

Barbara Merz, A.B., Lancaster University; M.S., University of Western Ontario; M.A., University of Vermont
Assistant in Academic Computing (1983)

Sabine Stoll
Assistant in German (part-time) (1984)

H. Peter Wimmer, A.B., M.S., Lehigh; Ph.D., University of Vermont
Assistant in Biology (1972)

Emeriti

John Thayer Andrews, A.B., M.A.
Professor Emeritus of Philosophy (1936); Emeritus, 1971

James Isbell Armstrong, A.B., Ph.D., LL.D., Litt.D., L.H.D.
President Emeritus, and Professor Emeritus of Classics (1963); Emeritus, 1975

Donald Henry Ballou, A.B., Ph.D.
Charles A. Dana Professor Emeritus of Mathematics (1942); Emeritus, 1973

Horace P. Beck, A.B., Ph.D.
Professor Emeritus of Folklore (1956); Emeritus, 1983

Douglas Stow Beers, Ph.D.
Hudson Professor Emeritus of English (1925); Emeritus, 1963

Ronald Bielli, B.S., M.A.
Professor Emeritus of Mathematics (1956); Emeritus, 1984

Leslie Cole Bigelow, A.B., Ph.D.
Professor Emeritus of Philosophy (1952); Emeritus, 1978

Claude L. Bourcier, Agrégé de L'Université
Alumni Professor Emeritus of French (1937); Emeritus, 1975

John Gerald Bowker, Ed.M., L.H.D.
Baldwin Professor Emeritus of Mathematics (1926), Dean Emeritus of the Faculty (1953); Emeritus, 1967

Walter Brooker, A.B., Ed.D.
Vice President Emeritus (1956); Emeritus, 1982

Philip W. Carruth, A.B., M.A., Ph.D.
Professor Emeritus of Mathematics (1966); Emeritus, 1976

Pierina B. Castiglione, M.A., Dottore in Lettere
Lecturer Emerita in Italian (1972); Emerita, 1975

Salvatore J. Castiglione, A.B., Ph.D., Litt.D.
Jean Thomson Fulton Professor Emeritus of Italian (1966); Emeritus, 1975

William B. Catton, A.B., M.A., Ph.D.
Historian-in-Residence Emeritus (1964); Emeritus, 1984

John H. Clagett, B.S., Ph.D.
Professor Emeritus of English (1955); Emeritus, 1978

Reginald L. Cook, A.B., M.A., Litt.D.
Charles A. Dana Professor Emeritus of American Literature (1929); Emeritus, 1967

John V. Craven, A.B., M.A., Ph.D.
Professor Emeritus of Economics (1956); Emeritus, 1983

Stephen Albert Freeman, Ph.D., LL.D., L.H.D., Litt.D.
Professor Emeritus of French (1925); Vice President Emeritus (1943); Emeritus, 1963; Director Emeritus of the Language Schools (1946); Emeritus, 1963

Grant H. Harnest, A.B., Ph.D.
Irene Heinz and John LaPorte Given Professor Emeritus in Pre-Medical Sciences (1975); Professor Emeritus of Chemistry (1943); Emeritus, 1982

Harold Bradford Hitchcock, A.B., Ph.D.
Mead Professor Emeritus of Biology (1943); Emeritus, 1968

Charles Leonard Hoag, A.B., M.A., Ph.D.
Alumni Professor Emeritus of Political Science (1947); Emeritus, 1972

Marion E. Holmes, A.B.
Secretary Emerita of the Faculty (1937); Emerita, 1977

Elizabeth B. Kelly, A.B.
Dean Emerita of Women (1946); Emerita, 1970

Howard McCoy Munford, B.S., Ph.D.
Charles A. Dana Professor Emeritus of American Literature (1941); Emeritus, 1977

Walter J. Nelson, B.S.
Professor Emeritus of Physical Education (1932-36, 1946); Emeritus, 1972

Werner Neuse, Ph.D., Litt.D.
Professor Emeritus of German (1932); Emeritus, 1966

Berthe O. Normano
Lecturer Emerita in Russian (1960); Emerita, 1966

Carroll Rikert, Jr., A.B., M.B.A., C.P.A.
Treasurer Emeritus (1952); Emeritus, 1983

E. Kirk Roberts, A.B., Ph.D.
Professor Emeritus of Chemistry (1952); Emeritus, 1983

J. Wilber Smith
Assistant Treasurer Emeritus (1926); Emeritus, 1972

Erie T. Volkert, A.B., M.A.
Professor Emeritus of Drama (1941); Emeritus, 1976

Klaus Heinrich Wolff, A.B., Wabash; Ph.D., University of Chicago
Professor Emeritus of Economics (1956); Emeritus, 1981

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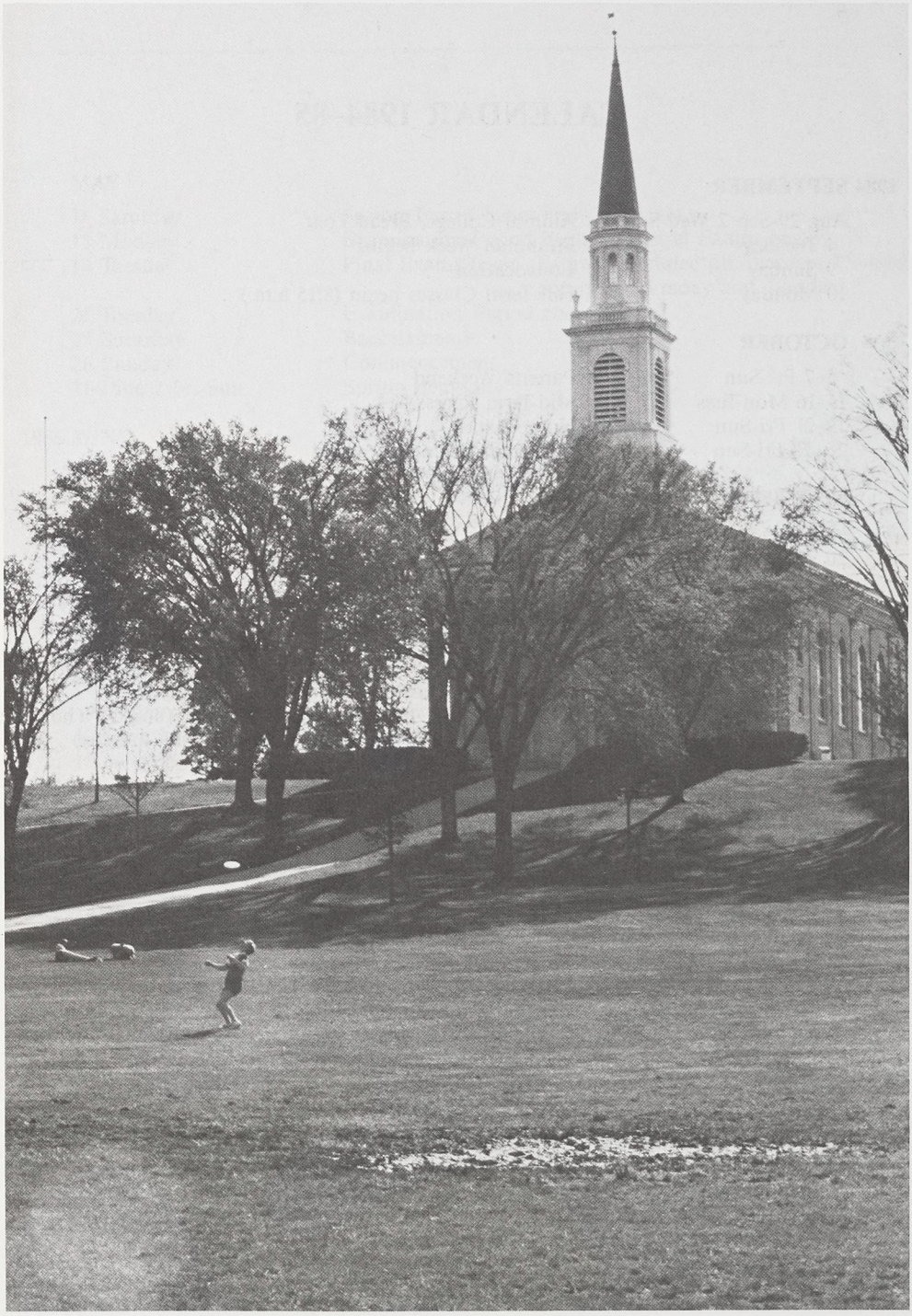

CALENDAR 1984–85

1984 SEPTEMBER

Aug 29-Sep 2 Wed-Sun	Alumni College, Bread Loaf
4 Tuesday	Freshman Week begins
9 Sunday	Convocation
10 Monday	Fall Term Classes begin (8:15 a.m.)

OCTOBER

5–7 Fri-Sun	Parents Weekend
15–16 Mon-Tues	Mid-Term Recess
19–21 Fri-Sun	Homecoming
26–28 Fri-Sun	Freshman Parents Weekend

NOVEMBER

8 Thursday	All College Meeting Night
20 Tuesday	Thanksgiving Recess begins (5:00 p.m.)
26 Monday	Classes resume (8:15 a.m.)

DECEMBER

8 Saturday	Fall Term Classes end (12:15 p.m.)
10 Monday	Examination Period begins
11 Tuesday	Final Exams begin (Exams scheduled on Tuesday, Thursday, Saturday, Monday and Tuesday)
18 Tuesday	Examination Period ends. Christmas recess begins

1985 JANUARY

7 Monday	Winter Term begins (8:15 a.m.)
18–20 Fri-Sun	Alumni Winter Weekend
25–27 Fri-Sun	Black Cultural Weekend

FEBRUARY

1 Friday	Winter Term ends. Winter Recess begins
11 Monday	Spring Term Classes begin (8:15 a.m.)
21 Thursday	Winter Carnival Recess begins (5:00 p.m.)
25 Monday	Classes resume (8:15 a.m.)

MARCH

Feb 28-Mar 3 Thurs-Sun	Alumni College, Kirk Alumni Center
30 Saturday	Spring Recess begins (12:15 p.m.)

APRIL

8 Monday	Classes resume (8:15 a.m.)
18 Thursday	All College Meeting Night

MAY

11 Saturday	Spring Term Classes end (12:15 p.m.)
13 Monday	Examination Period begins. General Exams begin
14 Tuesday	Final Exams begin (Exams scheduled on Tuesday, Thursday, Saturday, Monday and Tuesday)
21 Tuesday	Examination Period ends
25 Saturday	Baccalaureate
26 Sunday	Commencement
31–June 2 Fri-Sun	Spring Reunions

1985 JUNE

14 Friday	Language Schools' Nine Week Session begins
21 Friday	Language Schools' Seven Week Session begins
24 Monday	Language Schools' Six Week Session begins
25 Tuesday	Bread Loaf School of English, Vermont, begins

JULY

1 Monday	Bread Loaf School of English, Lincoln College, Oxford, begins

AUGUST

9 Friday	Commencement, Language Schools
10 Saturday	Language Schools' Seven Week Session ends
10 Saturday	Language Schools' Six Week Session ends
10 Saturday	Commencement, Bread Loaf School of English, Vermont
10 Saturday	Bread Loaf School of English, Vermont, ends
10 Saturday	Commencement, Bread Loaf School of English, Lincoln College, Oxford
11 Sunday	Bread Loaf School of English, Lincoln College, Oxford, ends
13 Tuesday	Bread Loaf Writer's Conference begins
17 Saturday	Language Schools' Nine Week Session ends
25 Sunday	Bread Loaf Writer's Conference ends

DIRECTIONS FOR CORRESPONDENCE

College Telephone Number: (802) 388-3711, with the following extension numbers

For information about:

Admissions	Director of Admissions, Emma Willard House	5153
Alumni Affairs	Director of Alumni Relations, Forest Hall	5181
Athletics	Director of Athletics, Memorial Field House	5250
Business Matters	Treasurer, Old Chapel	5404
Career Counseling and Placement	Director of Career Counseling and Placement, Adirondack House	5100
General Information	Student Information Activities Director	5338
Gifts and Bequests	Director of Development, Forest Hall	5181 or 5183
Educational Program	Dean of the College, Old Chapel	5393
Financial Aid	Director of Financial Aid, Emma Willard House	5158
Health Services	Director, George F. Parton, Jr. Health Center	5135
Payment of Bills	Comptroller, Old Chapel	5366
Section 504 of the Rehabilitation Act of 1973	Dean of the College, Old Chapel	5393
Bread Loaf School of English, 4 Hillcrest		5418
Bread Loaf Writers' Conference, Munroe Hall		5286
Foreign Language Schools, Sunderland Language Center		5508
Student Affairs	Dean of Students, Old Chapel	5382
Transcripts		
Current Undergraduates, Old Chapel		5382
A.B. Alumni, Old Chapel		5376
Language School and Bread Loaf Alumni, Sunderland Language Center		5517

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